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ABSTRACT

This training manual presents guidelines for planning and conducting a project design and management (PDM) workshop to teach Peace Corps volunteers to involve local community members in the process of using participatory analysis tools and planning and implementing projects meeting local desires and needs. The first six sections contain the following materials: a list of acronyms and abbreviations; guidelines for planning a PDM workshop; nine tips for PDM workshop trainers; a PDM session grid; definitions of key terms; and an annotated list of six resources and reference materials. The remainder of the training manual consists of 15 detailed training session plans on the following topics: (1) characteristics of effective projects; (2) identifying resources and expectations; (3) steps in project planning; (4) participatory analysis and priority setting with the community; (5) desires, needs, and problems; (6) determining project visions, assets, and strategies; (7) determining project goals, objectives, signs of success, and feasibility; (8) identifying and sequencing tasks; (9) assigning roles and responsibilities; (10) making a timeline; (11) monitoring and evaluation planning; (12) resource identification and budgeting; (13) proposal writing and optional project presentations; (14) identifying funding sources; and (15) taking the project home to the community. Two sample community project designs and guidelines for working with an interpreter are appended. (MN)

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THE NEW PROJECT DESIGN AND MANAGEMENT WORKSHOP TRAINING MANUAL

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THE NEW PROJECT DESIGN AND MANAGEMENT WORKSHOP TRAINING MANUAL

PEACE CORPS
NOVEMBER 2000

INFORMATION COLLECTION AND EXCHANGE
PUBLICATION NO. T0107

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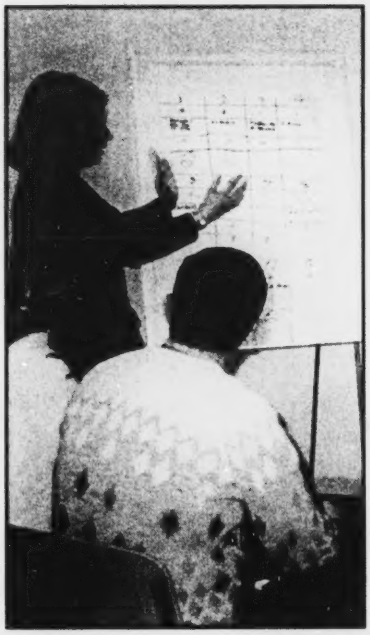
ACKNOWLEDGMENTS

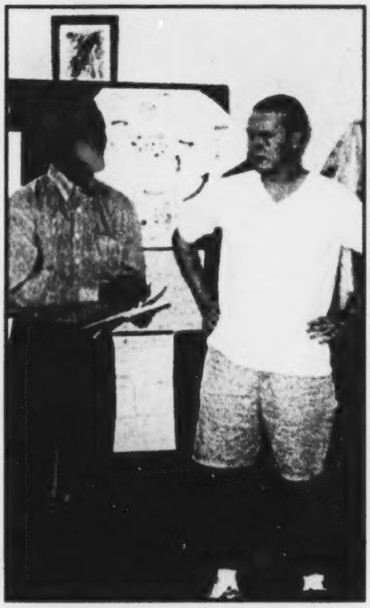
Project Design and Management workshops have been offered for many years as In-Service Trainings for Volunteers and their Counterparts. This manual builds on an earlier title, ***Small Project Design and Management***, experience with the materials, and more recent work done by Peace Corps in Gender and Development, strength-based approaches, and participatory processes. In many ways this manual is the community action planning supplement to ***Participatory Analysis for Community Action*** (ICE No. M0054).

Materials were piloted at workshops in Guatemala, Senegal, Jordan, and Romania through an Inter-Agency Agreement between the Peace Corps and the United States Agency for International Development.

The Peace Corps acknowledges the contributions of all staff, consultants, Volunteers, and Counterparts who participated in this effort.



ACRONYMS AND ABBREVIATIONS



AF	Africa, a regional designation of the Peace Corps
APCD	Associate Peace Corps Country Director
CCBI	Community Content-Based Instruction
EMA	Europe, Middle East, and Asia, a regional designation of the Peace Corps
GAD	Gender and Development
GAM	Gender Analysis Matrix
HCA	Host Country Agency
HCN	Host Country National
IAP	InterAmerica and Pacific, a regional designation of the Peace Corps
ICE	Information Collection and Exchange
IRC	Peace Corps In-Country Resource Center
IST	In-Service Training
NGO	Nongovernmental Organization
PACA	Participatory Analysis for Community Action
PATS	Program and Training System
PCV	Peace Corps Volunteer
PDM	Project Design and Management (Workshop)
PRA	Participatory Rural Appraisal
PST	Pre-Service Training
RRA	Rapid Rural Appraisal
PVO	Private Volunteer Organization
TOT	Training of Trainers
SPA	Small Projects Assistance Program
WID	Women in Development

GUIDELINES FOR PLANNING A PROJECT DESIGN AND MANAGEMENT WORKSHOP

PEACE CORPS' GOALS FOR THE PDM WORKSHOP

The PDM Workshop builds on the philosophy and methodologies of community participation that most Volunteers begin to learn in pre-service training (PST) and continue to expand through in-service training (IST). Prior to the PDM workshop, most Volunteers will have been introduced to the importance of the men's and women's and girls' and boys' involvement in defining their own community's realities. Some Volunteers and their Counterparts will already have experience in using participatory analysis tools, such as asset mapping and seasonal calendars, to assist their communities in identifying resources and setting priorities for future development and change.

In the PDM workshop, Volunteers and their Counterparts learn how to involve the community members in moving from their analysis to planning and implementing projects that meet their desires and needs. Some general goals of the PDM workshop for the Peace Corps include:

1. To reinforce the philosophy of community participation, and provide additional methodologies for involving community members in designing and implementing their own projects.

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UP

2. To enhance the Peace Corps Volunteers' outreach capabilities.
3. To build host country national community development skills and strengthen the relationship between Volunteer and Counterpart.

GOALS AND OBJECTIVES FOR PARTICIPANTS

The concepts presented in the PDM workshop often are not new to Volunteers or their Counterparts. Writing goals and objectives, developing an action plan, and other aspects of project design may have been learned in other settings. However, in the PDM workshop, Volunteers and their Counterparts have an opportunity to clarify concepts, talk with each other in a focused way, and work through the design process by practice planning a project that is real for their community. It is this *interaction of Volunteer and Counterpart* that is constantly identified by participants as the most important part of the workshop.

> ***...In the PDM workshop, Volunteers and their Counterparts have an opportunity to clarify concepts, talk with each other in a focused way, and work through the design process by practice planning a project that is real for their community.***

The following sample goal and objectives reflect the content of the PDM workshop as described in this manual. Posts may choose to modify the list in accordance with their own particular situation.

GOAL

Volunteers and Counterparts will have opportunities to develop a shared understanding of concepts, strategies, and skills for project design and management and use them with their communities.

OBJECTIVES

By the end of the workshop participants will be able to:

1. Explain their expectations for successful projects and develop means of implementing them through improved planning, communication, and project monitoring.
2. Describe tools and methods that can be used to better understand the community they serve.
3. Work through the steps of project planning, develop a potential project for their community, and learn a process they can replicate with their communities.
4. Develop a plan for how they will apply the skills and knowledge learned in the workshop to their jobs and share them with others.

WHO SHOULD ATTEND A PDM WORKSHOP?

The PDM workshop is useful to any Volunteers and Counterparts who have opportunities to help their communities develop and carry out projects whether the community is a class of students, the faculty, a women's club, an agricultural or small business cooperative, a geographically located group, or however defined.

Counterparts are defined in different ways in various projects and countries. A Counterpart who attends the PDM workshop should be that individual with whom the Volunteer works on a daily basis, if possible, rather than a distant supervisor. This recommendation is based on the hope the Volunteer *and* Counterpart will leave the workshop with common knowledge and skills they will carry back to their communities. And, that they will work together with the community members to transfer the skills in designing and managing projects.

In cases where the Counterpart is unable to attend the workshop, the Volunteer may want to invite a community member to participate in the sessions and serve as a planning partner. In cases where a Volunteer may have two or more Counterparts (for example, an education sector Volunteer may work closely with several cooperating teachers), Peace Corps staff may want to provide some criteria that would help the Volunteer decide who would be the most appropriate person to attend.

In addition to Volunteers and their Counterparts, nongovernmental organization (NGO) workers and other local leaders in the process of building partnerships with the Peace Corps would benefit from and contribute to a PDM workshop.

Once...Volunteers have had two or three months to settle in, further develop their language skills, and learn about their communities, they are ready for project design skills provided through the workshop.

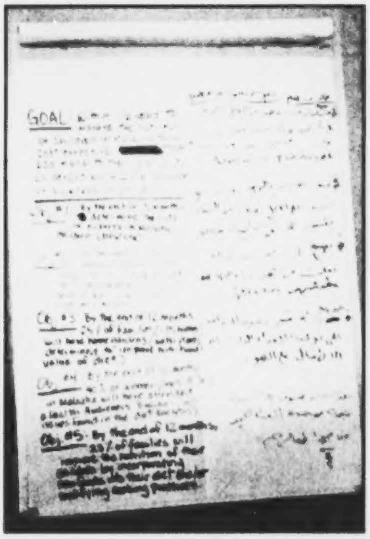
WHEN TO CONDUCT A PDM WORKSHOP

If the Volunteers' primary job is to assist their communities in defining and carrying out community activities, they will find the PDM workshop useful early in their service. Once these Volunteers have had two or three months to settle in, further develop their language skills, and learn about their communities, they are ready for project design skills provided through the workshop. And, if they have not been introduced to participatory analysis approaches, such as Participatory Analysis for Community Action (PACA) or Participatory Rural Appraisal (PRA), they would benefit from learning these methodologies and skills as well. The obstacle they may face this early in their service is language ability.

Volunteers who are struggling to learn the language while trying to carve out a defined job in their community often become frustrated within a few months. Organizing a PDM workshop earlier in their service may outweigh the advantages of waiting until their language is better. Using participatory processes to assist the community in analyzing and designing its own projects may require that the Volunteer work with a translator, hopefully a Counterpart, well into their service. Interpretation may be necessary because the language skills needed for facilitating are quite sophisticated. In fact, there is a great strength in working *with* a Counterpart on all the processes of project design and management. Collaboration with a Counterpart will help ensure that the Volunteer is being responsive to the community and has someone to help him or her interpret the culturally based behaviors or beliefs that may not be apparent.

Volunteers who are assigned to existing projects may have other technical training needs that take precedence over project design skills. In fact, a PDM workshop may not be necessary for these Volunteers unless they have responsibilities for monitoring existing community development projects or will have opportunities to assist in the design and management of future projects. In those cases, the PDM workshop probably could take place six months into their service.

TRANSLATION ISSUES AND OPTIONS



Translation issues and options will depend on the language situation in the particular country. If the workshop is offered early in the Volunteers' service (see previous section) and Counterparts do not speak English comfortably enough to attend an all-English training, then the PDM workshop should be conducted using translations in both languages as much as possible.

When translation is appropriate, there are some options beyond simultaneous translation. Bilingual trainers can do translation as necessary. Having written materials translated in advance may make this option more viable. Simultaneous charting in English and the local language during brainstorming or other large group activities also enhances the learning experience. Volunteers or Counterparts who have advanced language proficiency can help as well. Or, if practical, Volunteers and Counterparts can pair up with people in each group who have strong language skills. Volunteers and Counterparts work together at their sites, so working together on community project design and management in the workshop will mirror their daily experience. It is the large group presentations of new information or summary sessions that tend to be more problematic for Counterparts or Volunteers less confident about language.

Appendix B contains a resource for using interpreters. If appropriate, Appendix B can be used as a handout for participants.

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PARTICIPANT ASSESSMENT PRIOR TO ORGANIZING THE WORKSHOP

The assessment may focus on different aspects of the participants' work, including their relationships with their community and each other; the skills and knowledge they want to acquire or expand to be of better service to their community; the setting, including opportunities and obstacles the community faces; and others. It is useful to gather this information from Counterparts as well as from Volunteers.

One way to get the information is to ask prospective participants a series of open-ended questions or statements such as the following:

1. What are the best assets you bring to your role as a "community facilitator"? What are your hopes and fears regarding this role?
2. So far, what have been some of your most successful experiences with your community? What have been some challenges?
3. How would you describe your work relationship with your Counterpart or Volunteer? What have been the highlights? Challenges?
4. Have you used any participatory analysis tools such as community mapping, seasonal calendars, and so forth with community groups? Briefly describe these experiences.
5. Have you led or assisted a project planning process with people in your community? Briefly describe these experiences.
6. How would you characterize your community project planning skills at this point in time? (e.g., community analysis, writing goals and objectives, developing an action plan, creating a budget, designing a monitoring and evaluation plan). What planning skills would you like to develop more?
7. What has been your experience with resource development (raising funds and in-kind contributions, writing proposals, etc.) in your community? What more would you like to learn about in this area?
8. What else would you like to tell us about your work or your community that would help us understand your training needs relating to PDM?

> ***One way to get the [assessment] information is to ask prospective participants a series of open-ended questions or statements....***

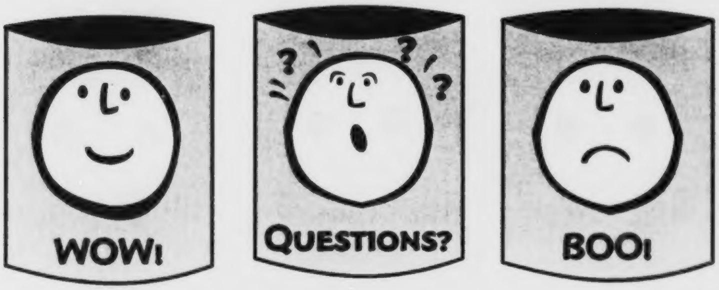
Another idea is to tie the assessment to one of the participatory methodologies of PACA. The Volunteer and Counterpart could be asked to do a variation of a seasonal calendar prior to the workshop and submit it. The calendar might include the tasks of both the Volunteer and Counterpart, as well as other information about the community such as weather seasons, planting seasons, school schedule, holidays and other special events, and generally high expenditure periods for the members of their communities. The information on the calendar would provide trainers with an idea of how the Volunteer and Counterpart spend their time, and in the workshop, itself, the information should help the participants look at how a particular activity or project would fit in with other realities for the community.

WORKSHOP MONITORING OPTIONS

As the PDM workshop intends to introduce and reinforce participatory methodologies, some trainers have included monitoring throughout the course of the workshop itself. For example, it is possible to create monitoring groups to carry out some type of monitoring or reflection activity at the end of each day. Group members conduct their activity and report on the results the following morning. While this technique involves the participants and provides monitoring data throughout the workshop, some have found it adds another complicating dimension to an already full workshop.

Another option is to post three wall pocket-charts in the training room. The pocket chart are decorated with a simple face and exclamation as shown below.

Once or twice each day, the trainers check the pockets, share the messages with the group, and address any issues or questions.


WOW!
QUESTIONS?
BOO!

Participants are invited to place any comments or questions in the appropriate pockets. Once or twice each day, the trainers check the pockets, share the messages with the group, and address any issues or questions.

A third monitoring idea is to create a set of questions on which workshop participants may reflect at the end of each day. Although participants would answer questions individually, they might share some of their observations with the total group, a small group, or with their Volunteer or Counterpart. Sharing might be through discussion, listing entries on flipcharts (such as comments on "Insights of the Day" or pictures of what was learned, what was confusing, and so on), or anonymous question cards to be read and discussed the next day.

EVALUATING THE WORKSHOP

At the end of the workshop, Volunteers and Counterparts, as pairs or in small groups, will have completed a project design. These practice project designs are major outputs of the workshop and serve as significant indicators of workshop success.

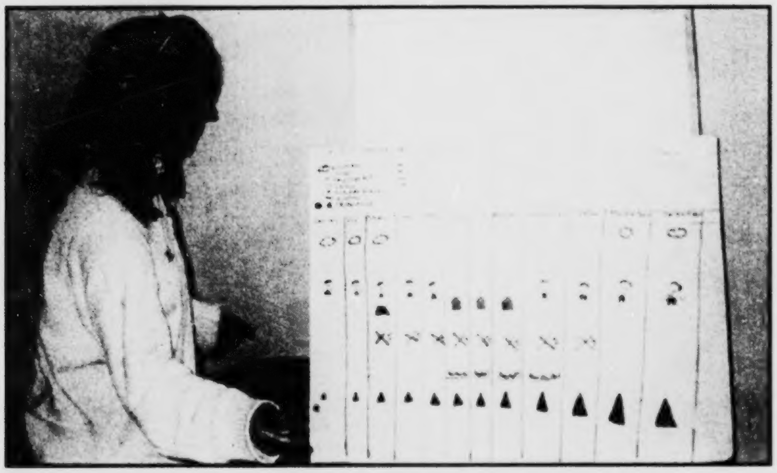
Additionally, there may be a desire to have a written evaluation of the overall workshop. It is recommended that this evaluation focus on the objectives, rather than on opinions of individual sessions. Because the nature of the workshop is to build upon the past sessions, evaluating each individual session is not particularly useful.

It is also recommended that a follow-up evaluation be sent to both Volunteers and Counterparts six weeks to two months after the workshop. This evaluation might include a few open-ended questions that will help both the participants and Peace Corps staff evaluate the impact of the workshop. Some examples:

1. What specific ideas from the PDM workshop have you used? Describe the setting.
2. What have you done or created that was sparked by an idea or event of the workshop?
3. In what ways did the workshop affect your relationship with your Volunteer or Counterpart? Give one or two specific examples.
4. In what ways have you shared any of the content of the workshop with others in your community? Be specific—What? With whom?

These practice project designs are major outputs of the workshop and serve as significant indicators of workshop success.

The insights gathered from this type of follow-up evaluation serve several purposes. For example, the participants themselves will be able to learn from and build on one another's experiences; programmers may use the data to improve or enhance their program designs; and trainers may draw from the examples and lessons learned to create case studies for pre-service training.



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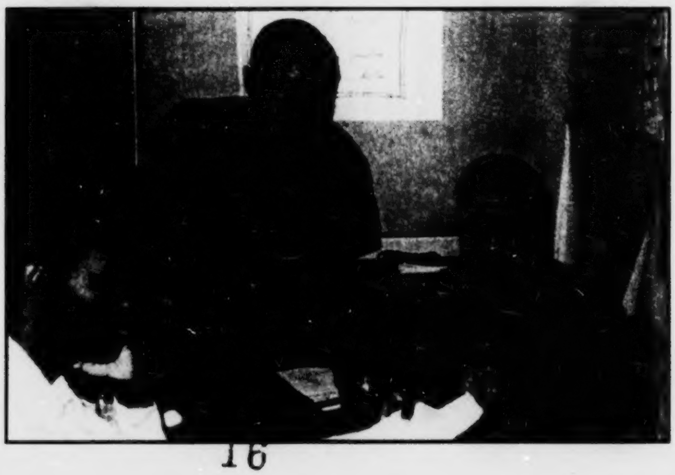
WHO SHOULD FACILITATE THE PDM WORKSHOP?

Since the PDM workshop so directly relates to the Volunteers' community projects and outreach activities, the programming staff should be involved in the PDM. Best results occur when programming staff serve as trainers. If they are not comfortable in the lead trainer role, they might co-facilitate and/or be available to help Volunteers and their Counterparts work on their sample project plans. The dynamics between Volunteers and Counterparts, the level of their effort in learning and working together, and the types of projects they are designing are all important information for the programming staff. Other choices for trainers include local Peace Corps training staff, nongovernmental organization (NGO) or private volunteer organization (PVO) staff with training experience, Volunteer Leaders, and outside consultants. Ideally, the person selected to serve in the lead trainer role should have previously experienced the PDM workshop as a co-facilitator or a participant.

Best results occur when programming staff serve as trainers.

Given the intensive focus on practice planning, the PDM workshop should be staffed with a team of two trainers (e.g., a lead trainer and a programming staff member) for every 20 participants. If the participant group is approximately 30, then it is advisable to add a third person to the training team. For a group of 40 participants, it may be better to divide the group into two subgroups, assign a trainer team to each, and run two concurrent workshops with occasional large group debriefs. Whatever the make up of the team, it is important that co-trainers model the kind of collaborative behavior they hope to encourage in the Volunteer-Counterparts teams.

When new trainers are used to facilitate the workshop, a training of trainers (TOT) needs to be conducted. Though project design and management content may be known to most trainers, it is easy to forget the degree to which the Peace Corps has its own philosophy, definitions and jargon.



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Trainers brought in as consultants, or who are new to Peace Corps training, should be provided with the following information:

1. What was the pre-service training (PST) structure, content? What specific content related to PDM topics was covered? How? For example, if Volunteers were introduced to participatory analysis methodologies, e.g., PACA or PRA, which ones did they practice? Where? What use was made of the information gained?
2. What is the level of language—host country language of Volunteers, English of Counterparts? Is translation necessary during the workshop? If so, will there be a translator or are the trainers expected to do it? Do materials exist in both languages? If not, can they be translated prior to the workshop?
3. What other types of training have Volunteers had? Have they had other in-service training, or attended workshops sponsored by other organizations or agencies? If so, what was the content?
4. What type of needs assessment has been conducted? What were the results?
5. What specific Volunteer issues are there? Job-related concerns? Cultural adjustments? Attitudes toward their Counterparts? How have these issues been addressed? What needs to be done about them prior to or during the PDM workshop?
6. What specific issues are Counterparts having with Volunteers? How have these issues been addressed? How might these issues impact the PDM workshop?

This manual contains session plans, worksheets, handouts with key points, background readings, and sample project designs.

CONTENT AND MATERIALS PREPARATION

This manual contains session plans, worksheets, handouts with key points, background readings, and sample project designs. Workshop planners will need to study the manual and decide which materials are appropriate for the expected participant group and which materials may need to be adapted. If, for example, the sample project designs are not appropriate to the context in which Volunteers and Counterparts work, develop a more suitable one using the sample as a template.

Some trainers like to provide participants with extra sets of worksheets so they will have "clean" copies to take back to their communities.

A decision about the need to translate written materials should be made several weeks before the workshop to allow sufficient time for translation. The key materials must be selected, translated, and reproduced.

TIPS FOR PDM WORKSHOP TRAINERS

The following tips should prove helpful for PDM Workshop Trainers:

1. This manual provides a practical training process that Volunteers and Counterparts can replicate with their communities. As you select and make modifications to the sessions to fit your participants' needs, try to keep this community context in mind and encourage participants to share ways to make the content, methods, and materials as accessible and appropriate as possible for the people with whom they live and work.
2. Trainers may want to designate a 15-minute time slot each day to offer the group "tips for conducting an effective PDM workshop with your community." The first few minutes after lunch is a particularly good time for this activity—people tend to return from lunch on time so they don't miss any of the trainers' secrets!
3. The PDM training session plans and handouts are necessarily generic and need to be adapted to suit local post and participant needs. The manual offers several optional and alternative activities, but it is up to you to creatively tailor activities to the needs of the group and within your time allotment.

4. In the design of the PDM workshop, Volunteers and Counterparts join together in pairs or small groups (called, project teams) to practice the planning process by selecting a real community priority and designing a project around it. This practicum is core to the learning process in the sense that it gives participants the opportunity to immediately apply each of the steps in project design and understand the power and pitfalls of the process. The more time you can preserve for the hands-on practice, the richer the experience will be for the project teams and the more confident they will feel in leading a similar process with community groups.

5. Since the project teams will be working together for considerable portions of the workshop, trainers should observe the dynamics in each pair and ensure that Volunteer and Counterpart are sharing the work and supporting each other. Break up the pair work from time to time with large group discussions and mixed group activities. Also, bear in mind that the teams will work at different paces—some will finish their worksheets in record time while others will struggle with the task and need one-on-one attention. It is critical to group morale to have all teams producing a planning product about which they feel good.

The PDM workshop should close with some sort of celebration (for example, a special lunch, the award of Certificates of Completion, and so forth).

6. The room arrangement is particularly important in the PDM workshop. If possible, select a large room that allows project teams to spread out and create a comfortable planning space, and also permits the trainer to call the group together quickly to discuss an important question or insight that has emerged from the teamwork. Furnish each project team with supplies such as flipchart paper, markers, post-it notes, and so forth.

7. Some Volunteer-Counterpart teams may have difficulty selecting a project for their practice planning. Ideally, participants should be asked to discuss possible project ideas with their communities prior to the workshop. If they are still trying to select an appropriate project when they arrive at the workshop site, the APCD should help them make a decision.

8. As with any multiple day workshop, it's a good idea to begin the morning with a warm-up exercise and close the afternoon with a summary and reflection on the day's work.

9. The PDM workshop should close with some sort of celebration (for example, a special lunch, the award of Certificates of Completion, and so forth). This final activity reinforces celebration and appreciation as essential components of the Community Development/Project Planning Cycle.

PDM SESSION GRID

✹ Core or essential sessions (note: some of these sessions may be shortened to accommodate tight timeframes.)

❋ Optional sessions depending on participants' field experiences and country-specific training needs.

✹ SESSIONS ON WORKSHOP INTRODUCTION AND OVERVIEW

- Success Stories in the Community: Introduction to the PDM Workshop
- Assets and Deficits: Identifying Our Resources and Expectations
- Steps in Project Planning

❋ SESSIONS ON ANALYZING THE COMMUNITY

- Participatory Analysis and Priority-Setting with the Community
- Desires, Needs, or Problems? Understanding the Difference

✹ SESSIONS ON DESIGNING A COMMUNITY PROJECT

(THE "HEART" OF THE WORKSHOP)

- Project Design: Part 1—Vision, Assets, and Strategies
- Project Design: Part 2—Goals and Objectives, Signs of Success, Feasibility Test
- Action Plan: Identifying and Sequencing Tasks
- Action Plan: Assigning Roles and Responsibilities
- Action Plan: Making the Timeline
- Monitoring and Evaluation Planning
- Resource Identification and Budgeting

❋ SESSIONS ON FUNDING THE PROJECT

- Proposal Writing and Optional Project Presentations
- Funding Sources: Looking Inside and Outside the Community

✹ SESSIONS ON CLOSING THE WORKSHOP

- Workshop Application: Taking It Home to the Community

CALENDAR OPTIONS FOR THE PDM WORKSHOP

The selection and sequencing of the sessions in the manual should be based on participants' expressed needs and overall time allotments. The following four calendars show options for workshops of different lengths and focus.

4-DAY CALENDAR (FULL WORKSHOP)

Day 1	Day 2	Day 3	Day 4
• Success Stories in the Community: Introduction to the PDM Workshop • Assets and Deficits: Identifying Our Resources and Expectations	• Warm-Up Activity • Desires, Needs, or Problems? Understanding the Difference • Project Design: Part 1—Vision, Assets, and Strategies	• Warm-Up Activity • Action Plan: Assigning Roles and Responsibilities • Action Plan: Making the Timeline • Monitoring and Evaluation Planning	• Warm-Up Activity • Project Presentations (in Volunteer-Counterpart Teams) • Funding Sources: Looking Inside and Outside the Community
Lunch	**Lunch**	**Lunch**	**Lunch**
• Steps in Project Planning • Participatory Analysis and Priority-Setting with the Community • Summary of Day	• Project Design: Part 2—Goals and Objectives, Signs of Success, Feasibility Test • Action Plan: Identifying and Sequencing Tasks • Summary of Day	• Resource Identification and Budgeting • Proposal Writing and Preparation for Project Presentations • Summary of Day	• Workshop Application: Taking It Home to the Community • Workshop Evaluation and Celebration

3-DAY CALENDAR (COMMUNITY ANALYSIS FOCUS)

Day 1	Day 2	Day 3
• Success Stories in the Community: Introduction to the PDM Workshop • Assets and Deficits: Identifying Our Resources and Expectations	• Warm-Up Activity • Desires, Needs, or Problems? Understanding the Difference • Project Design: Part 1—Vision, Assets, and Strategies	• Warm-Up Activity • Action Plan: Assigning Roles and Responsibilities • Action Plan: Making the Timeline • Monitoring and Evaluation Planning
Lunch	**Lunch**	**Lunch**
• Steps in Project Planning • Participatory Analysis and Priority-Setting with the Community • Summary of Day	• Project Design: Part 2—Goals and Objectives, Signs of Success, Feasibility Test • Action Plan: Identifying and Sequencing Tasks • Summary of Day	• Resource Identification and Budgeting • Workshop Application: Taking It Home to the Community • Workshop Evaluation and Celebration

3-DAY CALENDAR (RESOURCE DEVELOPMENT FOCUS)

Day 1	Day 2	Day 3
• Success Stories in the Community: Introduction to the PDM Workshop • Assets and Deficits: Identifying Our Resources and Expectations	• Warm-Up Activity • Project Design: Part 2—Goals and Objectives, Signs of Success, Feasibility Test • Action Plan: Identifying and Sequencing Tasks	• Warm-Up Activity • Resource Identification and Budgeting • Proposal Writing and Project Presentations (in Volunteer-Counterpart Teams)
Lunch	**Lunch**	**Lunch**
• Steps in Project Planning • Project Design: Part 1—Vision, Assets and Strategies • Summary of Day	• Action Plan: Assigning Roles and Responsibilities • Action Plan: Making the Timeline • Monitoring and Evaluation Planning • Summary of Day	• Funding Sources: Looking Inside and Outside the Community • Workshop Application: Taking It Home to the Community • Workshop Evaluation and Celebration

2 1/2-DAY CALENDAR (CORE PLANNING SESSIONS)

Day 1	Day 2	Day 3
• Success Stories in the Community: Introduction to PDM Workshop • Assets and Deficits: Identifying Our Resources and Expectations	• Warm-Up Activity • Project Design: Part 2—Goals and Objectives, Signs of Success, Feasibility Test • Action Plan: Identifying and Sequencing Tasks	• Warm-Up Activity • Resource Identification and Budgeting • Project Posters Presentations (Gallery Walk or Small Group Presentations) • Workshop Application: Taking It Home to the Community • Workshop Evaluation
Lunch	**Lunch**	**Lunch and Celebration**
• Steps in Project Planning • Project Design: Part 1—Vision, Assets and Strategies • Summary of Day	• Action Plan: Assigning Roles and Responsibilities • Action Plan: Making the Timeline • Monitoring and Evaluation Planning • Summary of Day	

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11/2 DAY CALENDAR
(ADD-ON TO ANOTHER WORKSHOP OR CONFERENCE: PLANNING BASICS)

Day 1	Day 2 (1/2 day)
• Steps in Project Planning • Project Design: Part 1—Vision, Assets, and Strategies	• Action Plan: Making the Timeline • Monitoring and Evaluation Planning • Resource Identification and Budgeting
Lunch	
• Project Design: Part 2—Goals and Objectives, Signs of Success, Feasibility Test • Action Plan: Identifying and Sequencing Tasks • Action Plan: Assigning Roles and Responsibilities	

DEFINITION OF TERMS
(AS USED IN THIS MANUAL)

There is more than one definition for many of the terms listed below. It is important to understand how the terms are used in this manual in order to present the material and to help participants clarify terms as needed.

ASSETS APPROACH (ALSO STRENGTH-BASED APPROACH)

The asset-based approach to development is a "positive thinking" philosophy recognized and embraced by many communities and groups around the world. Instead of beginning by focusing on problems and deficiencies, the assets approach encourages the analysis of strengths and resources within existing places in the community where people are already active. These places are called activity settings.

The six principles of the assets approach are:

1. Participate in and cooperatively enhance community activity settings.
2. Examine existing community assets—at the individual level and then expand out to associations and institutions; encourage linkages within and across categories.
3. Design or enhance existing activity settings consistent with values, beliefs, and rules of host culture.
4. Engage in reciprocal relationships of assisting and being assisted; turn spectators into participants; learn from leaders; turn over leadership roles.
5. Encourage joint activity; practice inclusion; practice collaboration.
6. Engage in Quality Process; how it is done is as important as what is done.

[Taken from: Wilson, O'Donnell, and Tharp, ***Building On Assets In Community Development: A Guide To Working With Community Groups***. For more information about assets-based development, please consult ***Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets***, by John Kretzman and John McKnight (ICE no. CD051)]

COMMUNITY

Community is used to depict more than geographical location. For the sake of community project planning, Volunteers' communities may be any of the following:

- the village or neighborhood of the town or city where they live;
- institutions, such as schools, or subdivisions of those institutions, such as a class of students or the faculty;
- professional groups, such as secondary and university English teachers, small business advisors, extension agents, or farmers, among others;
- affinity groups from one or more locations, such as a woman's group, youth club, or an income-generating group.

During the workshop, Volunteers and their Counterparts focus on one particular community with whom they work. With this group in mind, they work through the process of designing a community project that the group *might want* to do. After the workshop, the Volunteer and Counterpart are expected to return to that community and engage the community members in the same process of identifying and planning a project that they wish to accomplish, and then assist them to carry it out.

It is important to understand how the terms are used in this manual in order to present the material and to help participants clarify terms as needed.

COMMUNITY DEVELOPMENT

Community development is a process that enables individuals, families, organizations, businesses and government agencies to come together and draw upon the community's collective skills and abilities. This group will learn, develop a vision and strategy for the community's future, make well-reasoned and collaborative decisions about that future, and work together to carry out those decisions.

COMMUNITY FACILITATOR

In their communities, Volunteers and Counterparts serve as facilitators. A facilitator *assists* the community in deciding what it wants to do and then *partners with* the community to get the work done. A facilitator often participates in community activity settings; sets up learning situations, discussions, and meetings; and draws on the expertise in the group to create action plans that address the community's interests or concerns. He or she models good leadership and stewardship but makes sure the decision-making rights and responsibilities remain with the community.

COMMUNITY PROJECT

In this manual, *community project* is used interchangeably with *community activity*, and refers to actions planned and undertaken by a group of people in response to a collaborative decision to make a change or an improvement. Community projects are characterized by a high degree of participation and commitment on the part of the community.

COUNTERPART

A Counterpart is the host country national with whom a Volunteer works. The term Counterpart is used differently in different settings. Sometimes the counterpart is a close colleague—another teacher, extension agent, small business advisor—who is doing the same type of work as the Volunteer. In other situations, the Counterpart is a direct supervisor, such as the director of an agency, institution, or center where the Volunteer works. In some cases, a Volunteer may have more than one Counterpart. For example, some education Volunteers work with groups of cooperating teachers. The definition and selection of Counterparts is usually a joint decision between the Peace Corps and the agency with which the Volunteer will work.

For the purposes of the PDM workshop, the Counterpart that comes with the Volunteer should be someone with whom the volunteer works closely. The Counterpart is considered an equal partner of the Volunteer. As a result of the workshop, it is hoped that the Volunteer and Counterpart go back to the community to share the information and skills they have acquired in project design and management.

PARTICIPATORY ANALYSIS TOOLS AND METHODOLOGIES

Development agents, such as Peace Corps Volunteers and staff and local Counterparts, use participatory analysis tools and methods with community members to help them explore their resources, roles and responsibilities, and priorities for change. As the community becomes clear about its priorities, the development worker becomes a partner with the community as it develops its own projects, carries out the tasks, and monitors and evaluates its work.

Development agents, such as Peace Corps Volunteers and staff and local Counterparts, use participatory analysis tools and methods with community members to help them explore their resources, roles and responsibilities, and priorities for change.

In 1996, the Peace Corps developed Participatory Analysis for Community Action (PACA), a set of age and gender-sensitive tools that could facilitate a participatory process in which women, men, girls, and boys engage in their own analysis and decision-making about what they want to change in their community. PACA grew out of the many requests for materials that could address, simultaneously, the needs for tools to use in community development, urban and rural appraisal, gender and socioeconomic analysis, and other participatory methodologies. Based in part on Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA), PACA was developed by the Peace

Corps Women in Development Office under a Gender and Development Training Initiative. Peace Corps staff and Volunteers were first introduced to PACA through in-service training (IST) workshops. It has now been incorporated in many pre-service training (PST) programs and is sometimes integrated with PDM workshops. For more information, please review the ***PACA Manual*** (ICE no. M0053) or ***Gender and Development Training*** (ICE no. M0054). For information on conducting capacity inventories with communities, consult ***Building Communities from the Inside Out***, (ICE no. CD051).

PEACE CORPS COUNTRY PROGRAM STRATEGY AND PROJECTS

The Peace Corps uses the term *Program Strategy* to describe its overall presence in a country. The Peace Corps Program Strategy in country X may comprise one or more *Projects*, usually defined by sectors such as environment, health, or economic development. In this manual, a *community project* is distinct from a Peace Corps project in terms of scale, concept, and management. A community project is small-scale, focused on a specific local priority, and managed by community members. A Peace Corps project is larger in scale, referenced by all Volunteer activities relating to a particular common purpose, focused locally but based on a national agenda, and managed by the Peace Corps and collaborating host governmental agencies or nongovernmental organizations.

In this manual, resource development refers to the process of identifying, valuing, and mobilizing the human, physical, material, and monetary resources that exist within a community.

RESOURCE DEVELOPMENT

Education sector programmers often use this term to refer to the development of written materials, library collections and resource centers that support various types of learning programs. In this manual, resource development is used quite differently. It refers to the process of identifying, valuing, and mobilizing the human, physical, material, and monetary resources that exist within a community. In assets-based development approaches, people start with what they have and can do, not with what is missing. This aim not only helps to frame community projects, but also guides the community's funding efforts. In this sense, resource development envelops a wide range of ideas about how needed resources might be solicited or earned *within* the community, and secondarily, sought from external sources.

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RESOURCES AND REFERENCE MATERIALS

The following publications complement the materials in this manual and are referred to in the session plans. Those proceeded by a number are available through the Peace Corps' Information and Exchange (ICE) office in Washington.

WD108 **Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers**. (UNIFEM) 1993. 106 pp. Permission to reprint.

Workshop and training manual focusing on gender issues in development. Specifically relevant to the experience of community-based development workers. Helpful in the design and implementation of gender-sensitive development programs at the grass-roots level.

CD051 **Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets**. John P. Kretzman and John L. McKnight. (ACTA Publications) 1993. 376 pp.

Guide to asset-based community development, summarizing lessons learned by studying successful community-building initiatives in hundreds of U.S. neighborhoods. Outlines what local communities can do to start their own asset-based development, including how to rediscover their local assets; how to combine and mobilize these strengths; and how "outsiders" in government can effectively contribute to the process of asset-based development.

M0054 **Gender and Development Training: Girl's Education**. (Peace Corps ICE) 1998. Various pages.

Product of the Gender and Development Training Initiative, which seeks to institutionalize the consideration of gender issues throughout the Peace Corps. Contains eight booklets, which provide background and development of projects; training designs for various participants; session plans and handouts; and insights from the field. Organized so that booklets can be taken out as needed and returned for future use. Booklets are short enough to make copying of pages manageable.

SB198 **Guide to Designing Effective Proposals, A. WWF Organizational Development Program**. World Wildlife Fund 1991. 114 pp. [ICE Class. No. T0860]

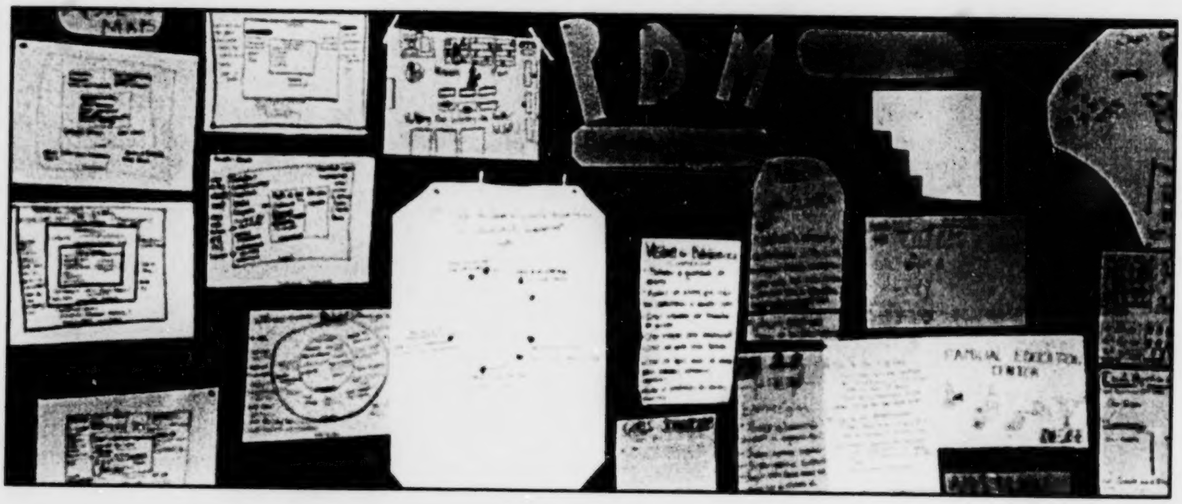
Self-paced instructional manual for creating effective proposals and designing effective projects. Links the proposal writing process to planning, managing, and evaluating the basic activities of an organization. Includes figures and worksheets for hands-on experience and a set of practical tools that can be used repeatedly. Flexible in design, easy to use, and appropriate for a wide range of individuals sharing a common interest: the development of effective proposals in the context of a clearly framed proposal.

Building on Assets in Community Development: A Guide to Working with Community Groups. Manuscript by Kathleen Wilson, Clifford R. O'Donnell and Roland G. Tharp. University of Hawaii at Manoa. Revised in May, 1994. (Original title: "Six Principles of Practice in Community and Neighborhood Development Viewed from an Asset Perspective". Center For Youth Research. University of Hawaii. Report No. 364, 1992)

M0053 **PACA: Participatory Analysis for Community Action**. (Peace Corps ICE) 1996. 350 pp.

Provides different methods of how to interact with a group. The framework is based primarily on the work of RPCVs. This manual is useful for all age groups. Topics include which subjects are easier to talk about and understanding family life.

SESSION PLANS



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SESSION PLAN

SESSION 1

SUCCESS STORIES IN THE COMMUNITY: CHARACTERISTICS OF EFFECTIVE PROJECTS

RATIONALE

Community projects are most successful when they result from locally perceived desires or needs and where community members take part in the planning, implementation, and evaluation. This development process builds the community's capacity to better its own situation, strengthen its resources, and work toward solving problems more independently in the future. Development workers from outside the community, including Peace Corps Volunteers, play the role of *facilitator* rather than *leader*. As a facilitator, the Volunteer assists and offers structure and guidance, but refrains from doing projects "for my community."

As the essence of the PDM workshop, the participatory planning process should be introduced in the first session and then modeled and reinforced throughout the training. This opening session, along with the following session, **Assets and Deficits**, establishes an appropriate climate and tone. Participants begin forming their own workshop community by sharing and appreciating their successful collaborations with their respective communities at site and by learning about the resources represented in the training group.

OBJECTIVES

By the end of the session participants will be able to:

1. Learn about and celebrate the accomplishments of participants and their respective communities.

2. Identify essential characteristics of successful projects and examine the roles of various players, including community leaders, members, and facilitators, in the project design and implementation process.
3. Relate the PDM workshop goals and design to the role and the skill development of community facilitators.

TIME

1 hour, 45 minutes

MATERIALS

- Half-size sheets of newsprint paper and marker for each Volunteer-Counterpart pair
- Blank flipchart and markers for recording lists in the whole group session
- Workshop goals and agenda printed on flipchart or on overhead transparency
- Overhead projector if using transparencies

PREPARATION

1. Using flipchart paper, overheads, or a wall pocket-chart, prepare an outline of the PDM workshop to serve as a visual guide during the agenda review toward the end of the session.
2. For Step II, select a side wall in the main training room to designate as the Wall of Success. Place a header in the middle of the space.
3. During Step II, you will need to sit toward the back of the room and take notes on *characteristics of successful projects* as examples emerge from the participants' telling of their field experiences. Read Steps II and III carefully so that you are fully prepared when they begin the sharing.
4. You have a choice of two different activities in Step III: a small group discussion or a prepared skit. If you have a very short preparation period and/or little access to participants before the start of the workshop, it is easier to do the small group discussion because it takes virtually no set-up. On the other hand, if you have the time and access to a few extroverted participants with solid experience at site, then the skit is a good choice and might be more fun. If you select the skit, allow the players enough advance time to create a rough script of a meeting about a community project. The action and dialogue should imply the

roles of the Volunteer, Counterpart, and two to three community members in the planning and implementation of a project. Ask the players to focus on ideal roles with some role reversals and obvious pitfalls thrown in for realism and humor.

PROCEDURE

STEP I. SHARING STORIES—BUILDING A WALL OF SUCCESS

(45 minutes)

A. For this first activity, have participants work in Volunteer-Counterpart teams. Give each pair a half-size sheet of newsprint and a marker and ask them to use the materials to describe a successful project or activity they have implemented with community members, including information about their role in the process and any significant lessons learned. Allow the pairs approximately 10 minutes to do the assignment and suggest that they use words, symbols or drawings to capture the essence of their experience.

B. Ask each pair to introduce themselves (names, site, how long they have been working in the target community) and tell their success story. Allow approximately 2 to 3 minutes per pair for the sharing. After they finish, have them tape their newsprint sheet on the designated wall.

C. At the end of the sharing, ask participants for their immediate impressions about the work being accomplished by communities. Take a few observations and then ask participants to applaud themselves for their contributions to these activities.

Trainer Note: *Depending on the shared examples, participants may note the diversity of activities, the role of community members versus outsiders, and so forth. The purpose of this first processing is to allow people to reflect and celebrate, not to analyze and interpret.*

While participants are sharing their success stories, note down all ***characteristics or qualities of successful projects*** *they mention during the course of their sharing. Write each characteristic on a strip of paper or a large-sized sticky note (only one item per note or strip). Keep the notes to yourself until all pairs have finished telling their stories.*

STEP II. IDENTIFYING AND LISTING CHARACTERISTICS OF SUCCESSFUL PROJECTS

(15 minutes)

A. Move to the front of the room and post the header Characteristics of Successful Projects on the wall. Explain to the group why you were taking notes and then present all of the characteristics you noted (on the paper strips or Post-It) from their stories. Introduce the items one by one, placing them in logical order or groupings.

B. Once you have finished showing participants this initial list, ask them if they can think of any additional characteristics they want to add. When they are finished, add any other essential items you think are still missing, such that you have a good master list. Allow a few minutes for clarifications and place a check mark beside any controversial items to revisit at strategic points during the workshop.

Trainer Note: *The list will probably include many of the following items:*

- *Involvement of the community and all beneficiaries in all phases of the project planning, implementation, and evaluation.*
- *Analysis of the situation and determining what the community wants to do.*
- *If a problem is identified, problem analysis and selection of a cause that they can reasonably work on.*
- *Realistic and achievable project goals.*
- *Realistic and concrete project objectives.*
- *Clearly defined project tasks and responsibilities of all people involved.*
- *Well designed time frame and budget, so that the objectives are met within the time and resource limits.*
- *Partial, concrete and tangible results achieved during implementation of the project.*
- *Effective monitoring system that measures the project's progress, identifies problems and provides a mechanism for necessary changes in the project.*
- *Methods for keeping the larger community informed and involved.*
- *Evaluation, based on indicators set beforehand, of each project phase and the entire project after it is finished.*
- *Logical and effective structure of project design and management.*
- *Qualified persons assigned to specific roles.*
- *A mechanism for training community members in effective maintenance of the project, if required.*

STEP III. SMALL GROUP DISCUSSION OR SKIT ON ROLES OF COMMUNITY FACILITATOR

(30 minutes)

OPTION A—SMALL GROUP DISCUSSION ON ROLES

A. Ask participants to form small groups with people they do not know well. Each group should have four to five members and include a good mix of Volunteers and Counterparts. Ask the groups to use their community experiences to date, along with the successful characteristics list to help them address the following questions:

- What role should a Volunteer play in a community-based project?
- A Counterpart from outside the community?
- The community members themselves?

Allow approximately 15 minutes for the discussion.

B. Poll the groups for their answers to the question. ("Group 1, what is the Volunteer's role? Group 2, do you agree with that? What would you add? Group 3, what about the Counterpart's role?" and so on.). Write their key ideas about roles on flipchart, using the following probing questions as appropriate:

1. What is the difference between a community facilitator and a community leader?
2. What can Volunteers, Counterparts and other outsiders do if the community pushes them to assume a strong leadership role on some or most of the activities?
3. What kinds of skills and information do community facilitators need to be effective in their role?

OPTION B—SKIT ON ROLES

Trainer Note: *This option requires some preparation work prior to the session. Read the Preparation section at the beginning of this session plan for more details.*

A. Set the stage for the skit: "You are about to watch several minutes of a meeting involving community members, a Volunteer, and a Counterpart. Please observe and listen closely as they discuss some items about a project they are currently planning. As you see or hear things that indicate roles and responsibilities, jot these down on a sheet of paper."

B. Introduce the cast of players and ask them to perform the skit. Allow the action to run approximately 12 to 15 minutes. Afterwards, ask the participants to share and comment on what they saw in terms of role perceptions. Write key ideas on flipchart for reference later on. As needed, use the same probing questions mentioned under the small group discussion instructions to spark discussion among participants.

STEP IV. REVIEW OF PDM GOALS AND AGENDA

(15 minutes)

A. Review the goals and agenda of the PDM workshop. Show the relationships between specific workshop sessions and the information the group just generated about successful community projects and the roles of project participants. As much as possible, clarify key terms that will be used frequently during the workshop and answer any general questions participants may have about the session sequence, the practice project planning, the daily schedule, and so on.

Trainer Note: *Please refer to the Introduction and Glossary sections for clarification of terms and how they are used in this manual.*

B. To close the session, draw participants' attention back to the Wall of Success and their work on the characteristics and roles of successful projects. Commend them for their inputs and encourage them to continue drawing on their positive experiences and lessons learned to make the workshop as meaningful as possible.

Trainer Note: *This session assumes that individual participant expectations of the workshop will be discussed in the* ***Assets and Deficits*** *session. If you are not intending to conduct that session, you should include an expectations activity here before closing.*

SESSION PLAN

SESSION 2

ASSETS AND DEFICITS: IDENTIFYING OUR RESOURCES AND EXPECTATIONS

RATIONALE

Both problem-based (deficit) and strength-based (asset) approaches to community development have contributed much to our thinking in the Peace Corps and reflect much of what we already do. The fact that Peace Corps programming is based on projects defined by *problem statements* often leads us to focus on what's missing and how we can fix it. On the other hand, the majority of the analysis carried out with the Participatory Analysis for Community Action (PACA) tools revolves around identifying and using *assets* in the community to bring about positive change. Perhaps the most powerful lesson of the strength-based approaches is the mindset that is created from the beginning. This is best illustrated by the phrase, "The first question is fateful." If you begin working with people by dwelling on their deficits, what type of self-image are you fostering? So many of the Peace Corps' projects aim to improve self-esteem that identifying assets becomes a critical task.

Rather than viewing assets-based and problem-based approaches as a dichotomy, it may be more helpful to think of them in terms of a continuum. Our role along the continuum is clear: we need to start with what people have and can do, not with what is missing. What they see as missing may not be (or at least not all be) problems. They may in fact be things they want, or perhaps need in order to change. There are such things as problems, however, and the word has its place. So do the critical thinking skills that lead to problem-solving

In this session the distinction between asset and deficit thinking is introduced. The participants, in small groups, consider themselves a community, and describe themselves by their assets. They also experience what describing or being described by their deficits would feel like and, afterwards, reflect on the effects of the two approaches. At the end of the session, the group uses the information generated from the assets and deficits mapping to identify their expectations for the actual workshop.

OBJECTIVES

By the end of the session participants will be able to:

1. Develop an asset map and explore the implication of beginning development work with asset identification.
2. Contrast deficit identification by the community with that done by outsiders.
3. Identify participants' expectations of the PDM workshop.

TIME

1 hour, 30 minutes

MATERIALS

- 5 blank flipcharts, 10 markers
- 1 deficit map produced by trainers (see Preparation section and Step II in the session outline)

PREPARATION

1. If you are not familiar with the assets approach to community development, review the book, ***Building Communities from the Inside Out.*** This book explains the philosophy of the assets approach, provides excellent tools, and offers many examples of how the approach has been used successfully in several U.S. communities.
2. For Step II, "Creating Deficits Maps," you have several options: you may have the participants create their own deficit maps or present a deficit map based on the trainers' perceptions of the group, or do both. Read the session in its entirety and decide which option is best in relation to your available time.

PROCEDURE

STEP I. CREATING ASSET MAPS

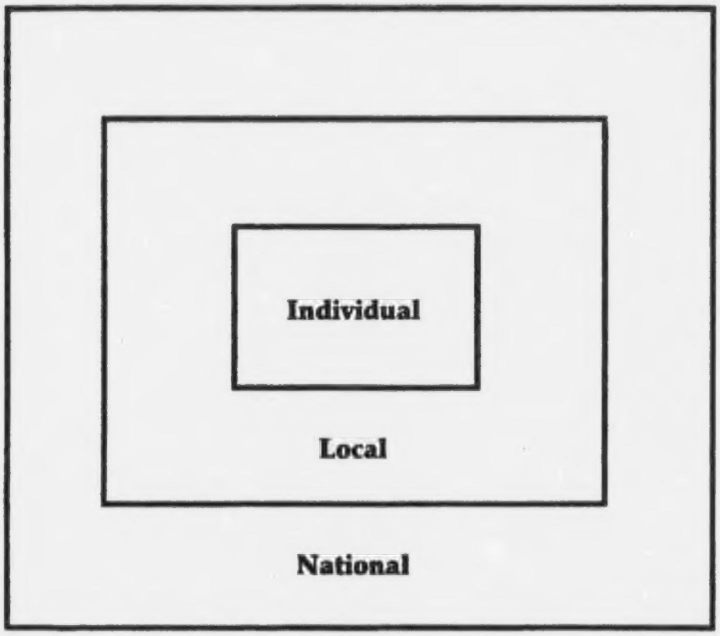
(40 minutes)

A. Introduce the activity as a way for people to continue getting acquainted. Have them form small groups of five with people they do not know well yet. Each group should have a good mix of Volunteers and Counterparts.

B. Give participants the following small group task (written on flipchart):

Please select a recorder for your group. Remembering the objectives of this workshop (refer to flipchart), make a list of all the personal skills and knowledge you bring to this workshop. Each individual in your group contributes certain things, such as skills in different languages, knowledge of how to motivate people, marketing expertise, etc. Create a list that represents all of the capacities you have represented in your group.

C. Give them about 10 to 15 minutes to work. Then stop them and ask them to listen for further instructions. On a blank flipchart, draw the following scheme, building it from the inside out, as you describe what to put in each space:



1. In the inside square, write all the **individual** skills your group has. Use the list you have just created.
2. In the outside square, add all of the **local** associations or groups that you collectively represent—for example, women's groups, religious groups, schools, NGOs, etc.
3. In the last space around the edges, list all of the **national** institutions you all represent or with whom you have links—ministries, foundations, the Peace Corps, etc.

D. Distribute blank flipcharts and markers to each group. Give them 20 minutes or so to work. Ask them to list the names of the people in the group on the chart somewhere and to post their flipcharts along one wall, next to each other.

E. Have the groups report out their assets maps:

1. Ask each group to report a few items from the center—their individual skills and capacities.
2. Then ask for some examples from the second layer—local associations.
3. Finally ask for some examples from the outer layer—institutions.

F. Raise the following questions or comments to encourage discussion:

1. As you look at all the individual and group skills, connections to organizations and associations, how does that make you feel about this group? (Proud, capable, empowered, etc.)
2. We can call these flipcharts *assets maps* or *strength maps*. Who created them? You did; you are the ones that know your own strengths. As an outsider, I am impressed and excited to work with you!
3. When community members do an inventory of their capacities or skills and identify their linkages to one another or to groups and institutions, a creative process begins to happen in which people start thinking and sharing ideas for projects. As community facilitators, we can help people develop their ideas into visions and goals, and mobilize their assets by connecting individuals to groups, groups to institutions, institutions to institution, and so on. Sometimes, the best thing we can do is help "people who know" link up with "those who want to learn." Have these assets maps already sparked ideas in you for collaborative work? What are they?

STEP II. CREATING DEFICITS MAPS

(30 minutes)

Trainer Note: *Depending upon the time available, this part of the session can happen differently. Read through the steps and use the ones that you can accommodate in your schedule.*

A. Ask participants, in their groups, to do a second map. This time, they should focus on deficits, issues, or problems that might affect a potential project:

1. In the center block, list skills or knowledge needed for designing and carrying out project that individuals in your groups lack. Add other potential issues for your small groups, such as different levels of language skill in the language of the workshop; ethnic, religious, gender differences; roles distinction (supervisors, employees, Volunteers), and so on.
2. In the next block, list issues or problems in the local community that might hinder completion of a project, such as different educational and interest levels; ethnic, age, and other differences; lack of local associations or organizations; limited finances for the community as a whole; uncooperative leaders, and so on.
3. In the outer block, list national level issues or problems that might hinder completion of a project, such as bureaucracy involved in getting approval or funding; cost of getting expert help; lack of compatible goals of ministries or NGOs; and so on.

B. When they have finished, have them post these new maps next to their others. Ask them the following questions:

1. Did it feel different to do the two maps? If so, how was it different?
2. How do you feel about the two different visions of your group?

C. Ask the participants to look at the map you have created. Explain that this might be what an outsider would draw based on needs assessments, conversations, requests for help, and rumors! Read the items on the map and ask participants:

1. Do you think these items might apply to your group in some way?
2. Does it feel different to have discussed and written down your own needs rather than have someone from outside of your group do it? If so, how does it make you feel about yourselves? (Discouraged, disappointed, patronized, maybe misunderstood, or angry.)

   Make this point to the group: "As an outsider, if this is all I knew about you, it could feel overwhelming...that you had so many (and *only*) needs and problems!"

STEP III. SUMMARY DISCUSSION AND WORKSHOP EXPECTATIONS

(30 minutes)

A. Summarize the discussion by asking the group: "What was the point of making these maps? (At first to get acquainted, to learn about each other, realize how much we each have to offer. Then to show how it feels to have others define you, and look just at what you lack or need. In essence, to feel the impact of assets versus deficits). Explain that in this workshop we want to reinforce that it is more positive to:

   1. Build first on strengths and what people have, because it empowers them.
   2. Have people define themselves and identify what they want before we try to assist them.

B. Building on this theme, ask participants: "What do you expect or want from this workshop?" Give participants a moment to think first, then give each person a chance to speak. List their responses on flipchart paper. Clarify any expectations that will not be met by the workshop.

C. Wrap up the session by stating: "We, the trainers, will do our best to meet your needs. But let's not forget that everyone one here is a resource. The workshop will accomplish what we want if we all put in our best efforts. Are we ready?"

RESOURCES

Building Communities from the Inside Out (ICE no. CD051).

SESSION PLAN

SESSION 3
STEPS IN PROJECT PLANNING

RATIONALE

The steps in project planning are frequently presented in a linear, or perhaps a circular, diagram, with one step neatly following another. In fact, rarely does a project develop—let alone get implemented—in such a neat pattern. Several steps may be happening at once, as well as a need to back track to reconsider or redo something. All participants have had some experience in planning and carrying out a project, if only within their family setting or a club or association. During the session on Success Stories, the group identified characteristics of successful projects. This session builds on that one, allowing participants time to share experiences and expertise in small groups as they develop their own flow chart of the steps in project planning. An intervention at the end of the session introduces some of the side and back steps that often happen, and a summary helps put all of the steps into larger phases of project design and management.

OBJECTIVES

By the end of the session participants will be able to:

1. Identify the key steps in developing and managing a project.
2. Visualize the steps as a process that is sequential, yet somewhat fluid and repetitive.

TIME

1 hour (add 15 minutes for optional activity in Step IV)

MATERIALS

- Blank flipcharts, marking pens, tape
- Colored construction paper footprints (approximately 15 per small group)
- Glue sticks (one per small group)
- Music for the "Cha Cha" (optional)
- Handout: *Community Development Cycle* (prepare flipchart with same information.)

PREPARATION

Read the session plan and customize it for your workshop by doing the following tasks:

1. Decide what shape will be used for the visualization of planning steps (see Step II of this session outline). If it is not culturally offensive, you may make footprints. If that is not acceptable, geometric shapes or arrows are good alternatives.
2. Consider how you want to form the small groups for the footprint activity. If participants represent certain types of projects, they may be grouped by project type. Or, they may be grouped by ministry or agency they work for, or any other configuration that is logical.
3. Decide if you want to use the optional activity in Step IV. This option suggests the Cha Cha dance as a fun way to practice the planning steps and to illustrate the nonlinear, non-exact nature of the planning sequence. There are other ways to make the same points as well. For example, you might substitute a local dance for the Cha Cha, or use proverbs (If at first you don't succeed, try, try again; Measure twice, cut once, etc.), or you may simply illustrate the points by moving the footprints around the Community Development Cycle. If you elect to use the Cha Cha, brief a participant in advance who will assist you. That person's role is to demonstrate with you, watching what you do and mimicking the steps.

PROCEDURE

STEP I. INTRODUCTION

(5 minutes)

Very briefly introduce the session with a transitional statement from the previous sessions, such as:

In the opening sessions on **Success Stories** and **Community Assets and Deficits**, we identified characteristics of successful projects and affirmed the use of community assets to bring desired changes. Based on your experiences with your communities, you have learned firsthand that effective community projects require several key steps to make them happen, and that when some of those steps are left out, the project suffers and sometimes even fails. In this session, you will have an opportunity to put your knowledge to work by looking more closely at the discrete steps needed for planning and carrying out projects.

STEP II. FOOTPRINT ACTIVITY—STEPS IN PROJECT DESIGN

(25 minutes)

A. Ask participants to form small groups, according to your previous decision. Give each group a set of footprints, sheets of blank flipchart paper, and markers, and explain their task as follows:

   1. Talk among yourselves and determine what the steps are for designing and carrying out a project. Someone in the group should take notes.

   2. Once you have determined what the steps are, write the name of each one on a different footprint and lay the footprints out in a time sequence on the flipchart. Use the glue stick to fasten them down.

B. Give the groups about 20 minutes to complete the task. Circulate around the room, observing their work and offering suggestions if some groups get stuck on a particular step.

   Trainer Note: *Time saver option—*

   Give each group a set of footprints with the steps already preprinted. See Optional Step IV for suggested steps (for example, identify community strengths, identify community priorities, make vision, develop goals and objectives, and so on.) Include two to three blank footprints so the group can add in a step they think may be missing from your model. Ask the groups to put the steps in the appropriate sequence. This option would save 5 to 10 minutes.

STEP III. REPORT OUT AND GROUP AGREEMENT ON MAJOR PHASES

(30 minutes)

A. Ask each group to report out, using their diagrams to illustrate their thinking. After all have finished, discuss the project design and management process with questions, such as:

1. What are some of the similarities and differences you see among the diagrams? What might account for those?
2. What did you learn from each others' charts?

B. Distribute the handout, *Community Development Cycle*, and/or show the flipchart with the diagram drawn. Briefly present the five major phases of the cycle and then have participants relate their PDM steps to the five phases. Ask them: "Which of your steps fall into each phase?" Allow participants to offer some examples so they are clear on the cycle. Use the key words—Analysis, Setting Priorities, Planning, Action, and Evaluation—to emphasize the cycle phases.

Trainer Note: *The idea here is to get general agreement on the major phases of community development. Don't try to push for large group consensus on all the smaller steps and their sequence. You may want to acknowledge other community development models, and then explain to the group that, for the purposes of this workshop, we have selected one model to follow.*

C. Using the Cha Cha dance or another option (see suggestions under Step IV), illustrate the point that the project planning steps are usually *not* orderly and linear, but rather fluid and repetitive.

D. Close the session by noting that in the remainder of the workshop we will work through the steps of designing a project and discuss methods to keep the community/group involved in the process.

STEP IV. OPTIONAL ACTIVITY— THE PROJECT PLANNING CHA CHA

(15 minutes)

Trainer Note: *The following is a model of how to introduce the concept that steps often do not flow one after the other in a neat order. As mentioned earlier in the section on Trainer Preparation, this can be modified to suit you and your participant group. You can skip the dance and simply state the concept, or you can present it in another creative way. The main idea is to impress upon the group that the project planning and management process is not orderly or linear.*

A. Ask participants to focus on the center of the room. Ask your previously briefed person to join and assist you in the dance. Standing side by side with your participant assistant, say and do the following:

Step forward with right foot, saying: "Mobilize community."
Step forward with left foot, saying: "Assess situation."

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Shift weight back and forth from right to left foot 3 times saying: "Lots of little intermediary steps."

Step forward with right, saying: "Identify community strengths and needs."
Step forward with left, saying: "Identify community priorities."
Shift weight back and forth from right to left foot 3 times saying: "Lots of little intermediary steps."

Step to right with right, saying: "Select priority and make a vision."
Step to right with left, saying: "Identify community resources"
Shift weight back and forth from right to left foot 3 times saying: "Lots of little intermediary steps."

Step to left with left, saying: "Develop project goals and objectives."
Step to left with right, saying: "Test feasibility."
Shift weight back and forth from right to left foot 3 times saying: "Lots of little intermediary steps."

Step to left again with left, saying: "Develop project tasks, budget, and timelines."
Step to left with right, saying: "Test feasibility."
Shift weight back and forth from right to left foot 3 times saying: "Lots of little intermediary steps."

Step to right with right, saying: "Mobilize and deploy resources."
Step to right with left, saying: "Implement project."
Shift weight back and forth from right to left foot 3 times saying: "Lots of little intermediary steps."

Step and turn toward back with right, saying: "Monitor situation."
Bring left to back next to right, saying: " Restructure project."
Shift weight back and forth from right to left foot 3 times saying: "Lots of little intermediary steps."

Step and turn toward forward with right, saying: "Conclude project."
Bring left up next to right, saying: "Evaluate the situation."
Shift weight back and forth from right to left foot 3 times saying: "Lots of little intermediary steps."

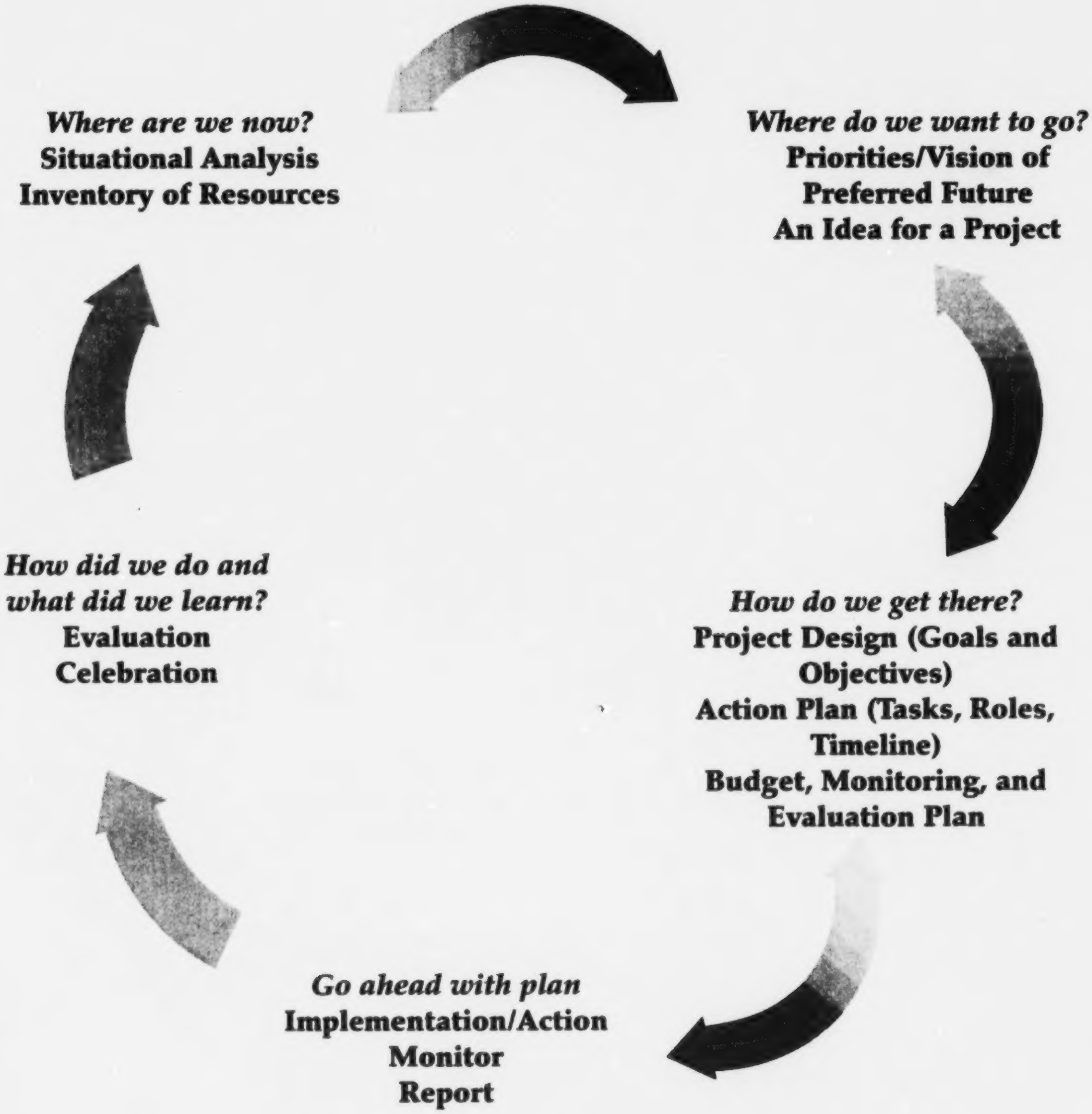
B. Pause and let participants think about what they saw for a moment. Then repeat the steps and words again, this time having your partner say, "Lots of little intermediary steps with you when appropriate."

C. Finally, invite others from the group to join you. They may stand facing you and your partner (as you step forward, they step back), or they may stand behind you and your partner (as you step forward, they follow your step from behind). If you have music to accompany the dance, turn it on now. Go through the steps again, speeding up as you go and using more of the Cha Cha beat. By the time you turn, replace the words "Lots of little intermediary steps" with the words "Cha Cha Cha." This demonstration will probably dissolve into laughter. Thank your fellow demonstrators and invite them to be seated.

D. Draw the group into a more serious mode, by asking them to reflect what they learned from the dance: "What did this demonstration have to do with the steps of project design and implementation? Reinforce the following key points:

1. Planning steps are rarely smoothly sequential. Several things may be going on at the same time, such as seeking resources for something that will happen later, while carrying out one or more current tasks.
2. Monitoring is also something that may be going on concurrently with other activities.
3. Sometimes during a project, you turn all the way around and go back to complete a step that was only partially finished, or maybe you go back to try something different because the desired results did not occur the first time.

COMMUNITY DEVELOPMENT CYCLE



Where are we now?
Situational Analysis
Inventory of Resources

Where do we want to go?
Priorities/Vision of Preferred Future
An Idea for a Project

How do we get there?
Project Design (Goals and Objectives)
Action Plan (Tasks, Roles, Timeline)
Budget, Monitoring, and Evaluation Plan

Go ahead with plan
Implementation/Action
Monitor
Report

How did we do and what did we learn?
Evaluation
Celebration

SESSION PLAN

SESSION 4

PARTICIPATORY ANALYSIS AND PRIORITY-SETTING WITH THE COMMUNITY

RATIONALE

Rather than using the term needs assessment for the first phase of a community development project cycle, we talk about "analyzing the situation" to reinforce that the analysis includes much more than finding out what the needs or problems are. It includes all of the activities the community might use to analyze their current reality, past projects, as well as what they want in the future. The analysis would also involve the identification of both assets and deficits in order to determine how a potential project might fit into the community's current state-of-being. Once community members have thoroughly analyzed their situation, then they are ready to move into the second phase of community development—setting priorities and creating a vision of where they want to go.

Many Volunteers will have been introduced to Participatory Analysis for Community Action (PACA) or Participatory Rural Appraisal (PRA) during pre-service or in-service training. Hopefully, they will have already tried some of the PACA and PRA tools such as community mapping, seasonal calendars, and ranking matrices with their communities. In this session, participants look at several of these participatory tools in terms of the types of information the tools provide to the community, as well as to the Volunteer and Counterpart. The session discussions also help participants understand how the information collected about the community is then used to set priorities and formulate actual projects.

TIME

1 hour, 15 minutes to 2 hours, depending on optional activities

OBJECTIVES

By the end of the session participants will be able to:

1. Describe the process of using daily activity schedules, community maps, seasonal calendars, gender analysis matrices and ranking tools to gather information and prioritize key issues in the community.
2. Analyze information or insights potentially gained through each tool, and link it to potential projects.

MATERIALS

- Blank flipcharts, markers, and tape
- Sample maps, calendars, daily activities, ranking matrices—either handouts or actual products from communities
- Handout instructions for developing maps, calendars, and daily activities (from PACA or PRA manuals)
- Handouts:
  - *Gender Analysis Matrix*
  - *Helping the Community Analyze and Prioritize Issues*

PREPARATION

1. Ascertain how much training participants have had in PACA, PRA, or related methods to determine if you need to do the optional seasonal calendar activity in Step II. If most of the group has little or no experience with these participatory analysis tools, then have them practice with the seasonal calendar or another of the tools if you prefer. If several people in the group have experience with the tools, then try to use those participants as assistant trainers to help you demonstrate the seasonal calendar and lead the small group discussions of the various tools (Step III). In other words, select an option, or create one, that fits your participants' skill level and needs. The most important outcome in this session is to give everyone a chance to feel the "power" of the tools, and see their applicability to specific community situations. If participants are not convinced the tools work, they will not use them.
2. Become thoroughly familiar with the content of the ***PACA: Participatory Analysis for Community Action Manual, the Gender and Development Training Manual***, and the *Gender Analysis Matrix (GAM)* handout (attached to this session). Select examples that would be pertinent to the participants. You may

also want to consider practicing with some of the tools recommended in ***Building Communities from the Inside Out***.

3. For Step III, gather actual examples of maps, calendars, daily activities, GAM, and ranking matrices that have been done by communities. Set up four stations around the room, each station focusing on one of the tools. Stock each station with the samples, handouts from the PACA manual or other reference books, and discussion questions written on flipchart. If possible, assign a participant who has prior experience with the tool to serve as a small group facilitator.
4. Make use of the seasonal calendars prepared by Volunteers and Counterparts, if they are done as a pre-workshop assignment.

PROCEDURE

STEP I. INTRODUCTION TO SESSION THEMES

(10 minutes)

Introduce the session by tying it to earlier sessions **Steps in Project Planning** and **Assets and Deficits**. Explain to the group that, in this session, we will look at several participatory tools that can be used to help the community analyze its situation and identify and rank its priority issues.

STEP II. OPTIONAL PRACTICE WITH THE SEASONAL CALENDAR TOOL

(45 minutes)

Trainer Note: *If participants have experience using this and other participatory analysis tools, proceed to the review in Step III. If they have not used the tools yet with their communities, then give them the hands-on practice with the seasonal calendar tool described here. We suggest the seasonal calendar because it is one of the easiest tools to simulate outside the "real" community. See the PACA manual for complete details and examples of the calendar tool.*

A. Ask Volunteers and their Counterparts to work in pairs or join with another pair (forming a group of four) if their community situations are similar. Introduce the calendar as a way to look at a variety of information in a temporal framework. Ask participants what kinds of things in their communities are influenced by the time of year. List their responses on the flipchart, adding any important items that may have been missed (household work, wage work, school, weather, health, expenses, social events, religious holidays, and so on). Show the group how to begin creating a calendar, by drawing the overall time frame (months or seasons) and filling it in with sample relevant activities from the list.

B. Have the Volunteer-Counterpart pairs or small groups do a calendar for their community, putting the items on the calendar that are specific to their community.

C. Post the calendars in front of the room. Ask a few groups to explain theirs, picking out ones that show different types of information. Ask why that particular information was included.

D. Have participants interpret their work by viewing their calendars vertically for emerging patterns. (The vertical interpretation of the calendar reveals periods of major expense, labor bottlenecks, etc., which permit a systematic appreciation of the opportunities and constraints that households face.) Ask participants if their calendars help identify such things as:

1. When are people the busiest? Is it the same for men and women?
2. When does there seem to be time to work on something new? For men? For women? For boys? For girls? (They may not have enough information to answer this question. Explain that other tools and/or the making of the calendar and discussion with the community will bring these factors out.)
3. Are there any indications when transportation would be an issue, if a project relied on it? (weather, harvest, and other factors)
4. Might weather affect a project? What types of projects?
5. What influences might social events or national holidays have on projects?

E. Debrief the group on the use of the technique in their communities. If some participants have experience using the calendar tool, ask them to share some of the insights they gained about their community and any lessons learned about facilitating the process.

STEP III. SMALL GROUP REVIEW AND REPORTS OF ANALYSIS AND RANKING TOOLS

(45 minutes)

Trainer Note: *This activity will refresh and expand participants' understanding of the various participatory analysis tools, and show them how the resulting information relates to project design. Read the Preparation section of this outline for instructions on how to set up the review stations.*

A. Introduce the assignment to the group as follows:

  1. Select one of the tools (community mapping, daily activity schedules, seasonal calendars, and ranking matrix) to review and discuss. Move to your selected station and form a small group with others who have selected the same tool.

  2. Analyze the samples, read over the handouts provided at your station, and then address the questions on the flipchart. (See Trainer Note below.)

  3. Be prepared to briefly describe your tool and share your answers to the questions with the large group.

B. Have the groups work at their stations for approximately 20 minutes, then ask them to report their findings to the large group. The small group reports should include a brief description of the tools and key insights from their discussions.

Trainer Note: *To help participants understand the uses of each tool, have them address the questions listed below. Feel free to add or alter the questions to suit the needs of your training group.*

SEASONAL CALENDARS:

(See questions in Step II D.)

Community Maps:

1. *What do the maps reveal about community and personal assets?*
2. *What institutions appear? If they don't, why not? (If none, community members could be asked specifically to draw them in.)*
3. *What do maps show about men's and women's roles? Where they spend their time?*
4. *Are there local resources that do not seem to be used? By men? By women? By boys? By girls? Why not?*
5. *How might the information about roles and resources be critical to the design of a particular project?*

Daily activity schedule:

1. What information is revealed about task roles of men? Of women?
2. What information is revealed about where men and women spend their time?
3. *What indications are there that schedules might change over the days of the week? Of the month? Of the year?*

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4. *If meetings or training will be a part of a project, what would be important about men's and women's time availability?*
5. *What else is revealed that might be critical information for a particular project idea?*

Gender Analysis Matrix (GAM)

1. *Based on the Sample GAM, what are some of the potential positive and negative effects of the project?*
2. *How would you handle differences of opinion regarding whether a particular change was positive or negative?*
3. *Can you think of a time when you wish you had used a gender analysis matrix? Describe the situation and explain what the GAM might have revealed.*
4. *How can the analysis matrix be used to improve a proposed project idea?*
5. *What are other ways you might use the GAM with your community?*

Ranking Matrices/Tools:

1. *What kinds of questions might we ask the community to find out what their important issues are?*
2. *What are some different ways of viewing or ranking priority issues? (i.e., What are different criteria we might use in a ranking exercise and why?)*
3. *How might men and women (or girls and boys) view priorities differently?*
4. *What are some ways to increase people's level of comfort and confidence to express their real options and feelings about priority issues? (e.g., gender segregated discussions before plenary discussions; using other discussion techniques that encourage participation by all members of the group; using weighted voting techniques or secret ballots, and so on.)*
5. *How would you help the community select a priority and get started on a particular project?*

C. At the end of the small group report on ranking tools, refer the large group to the handout, *Helping the Community Analyze and Prioritize Issues.* Have the group look over the information, then answer any questions or concerns they may have. Make the point that communities do not always need decision matrices and other similar tools to help them determine priorities (i.e., sometimes they are quite clear on what they want to do and can reach agreement through simple discussion).

STEP IV. SUMMARY DISCUSSION IN LARGE GROUP

(15 minutes)

A. Use the following questions to help the group summarize the application of participatory analysis tools to project design and management:

1. Why is it critical that the community themselves create these visuals and discuss them?
2. What are some general guidelines about *when* to use each of these tools?
3. What are some of the important outcomes of community members working together with you on these analysis techniques? (Do they begin to work together? Own the information? Build on their perceived strengths? Are project ideas seen in a larger context?)
4. How can you (Volunteers and Counterparts) encourage the community to learn and use these tools? What are your primary roles in the analysis and priority-setting phases of the community development cycle?

B. Ask if any of the participants have used other tools that they think would help in analyzing and setting priorities. Have them briefly describe the tool and explain the value of it.

C. Indicate that the next session will lead us into a discussion of actual desires, needs, and problems that communities might identify as priority issues and how we can better understand the distinctions between these.

RESOURCES

Building Communities from the Inside Out (ICE no. CD051)

Gender and Development Training Manual (ICE no. M0054)

PACA: Participatory Analysis for Community Action (ICE no. M0053)

Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers (ICE no. WD108)

GENDER ANALYSIS MATRIX

One way to analyze the impacts of a potential activity or project is the Gender Analysis Matrix (GAM). The steps below outline how you might work with your community to analyze ideas for projects that they suggest.

1. Show a large diagram of the chart on a blackboard or the flipchart. Together go through the definitions of the categories. (For a specific project, you may wish to change the categories. For example, you may wish to add age groups, ethnic groups, or others within the community who might be affected differently.)
2. For the activity or project your community or group is considering doing, list entries in each section, both positive and negative. For example, a particular project may require the labor of women for certain tasks and the labor of men (or boys or girls) for others. List the individual tasks in the boxes. Time daily, during the entire year, or certain seasons may be required of different groups of people as well. Continue working across and down the chart until all the effects of the project that can be anticipated are identified.
3. Then return to each item and determine if it will have a negative or positive effect, or potentially both, or unknown. If positive (or opportunity), place a "+" before it; if negative (or constraint), place a "–" before it. Leave blank if unknown. This discussion could be very lively as some effects may be viewed as positive by some people and negative by others. The important point is the process of discussing the effects, and different people's perceptions of them. Add the symbols ("+" or "–") as the participants come to agreement about them.
4. Once the chart has been completed, look back over the entirety. Consider the following types of questions to analyze the potential activity:
    a. What labor and time requirements did we discover that had not been anticipated? Are they realistic? Are they season-dependent? Are there any tasks that the community cannot provide?
    b. Are the resources we need available in the community? Will we be able to use them? Is this project a good use of our resources? If we need to go outside of the community, how will we be able to acquire resources?
    c. Do we anticipate any cultural changes? How will these changes be viewed by women? men? elders?
    d. Have we identified any aspects of this project that indicate that we need to educate others in our community about the benefits so they will support it? How can we do this?
    e. Has this analysis indicated that perhaps this project is not appropriate or one we are not able to undertake at present? If so, can we modify it to make it more acceptable? Or is there a better time during the year to undertake this than the present?

When and how would you use something like the GAM? It could be useful at various times.

1. As in the previous example, *with the community*, work through all the considerations on the GAM *before starting a project*. The visual idea of a matrix may be unfamiliar and confusing to some community members. The form is not the important part: it is discussing the content of the matrix that is critical. Drawings could replace the words. Items could be placed on the ground instead of using paper and pen or blackboard and chalk.

2. Once a project is in process, it can be used *with the community to monitor how the project is progressing*, giving some insights into unexpected impacts while there is still time to adjust the project.
3. It would be useful *with the community to review some past projects*, especially unsuccessful ones, in order to find out what went wrong. This would be a way to learn and share the history within the community, and hopefully not fall into the same traps.
4. It could be used to *analyze with the community an inherited project that is faltering*.
5. Other:

GENDER ANALYSIS MATRIX

	Labor	Time	Resources	Culture
Women				
Men				
Household				
Community				
Other				

DEFINITIONS FOR THE GENDER ANALYSIS MATRIX

The Gender Analysis Matrix is a simple and systematic way to study the different gender effects of projects on men and women. The Matrix has four levels of analysis and four categories of analysis.

LEVELS OF ANALYSIS

The four levels of analysis are women, men, household (including children and other family members living together), and the larger unit - the community.

Women – This refers to women of all ages who are in the target group (if the target group includes women), or to all women in the community.

Men – This refers to men of all ages who are in the target group (if the target group includes men), or to all men in the community.

Household – This refers to all women, men and children residing together, even if they are not part of one nuclear family. Although the types of household may vary even within the same community, people always know what constitutes their "household" or "family." That is the definition or unit of analysis that should be used for this level in the GAM.

Community – This refers to everyone within the project area as a whole. The purpose of this level is to extend the analysis beyond the family to society at large. However, communities are complex and usually comprise a number of different groups of people with different interests. So, if a clearly defined "community" is not meaningful in the context of the project, this level of analysis may be eliminated.

CATEGORIES OF ANALYSIS

The four categories of analysis are the potential changes in labor, time, resources and sociocultural factors for each level of analysis.

Labor – This refers to changes in tasks (fetching water from the river), level of skill required (skilled versus unskilled, formal education, training), and labor capacity (how many people and how much they can do; do people need to be hired or can members of the household do it?).

Time – This refers to changes in the amount of time (3 hours, 4 days, and so on) it takes to carry out the task associated with the project or activity.

Resources – This refers to the changes in access to capital (income, land, credit) as a consequence of the project, and the extent of control over changes in resources (more or less) for each level of analysis.

Cultural Factors – This refers to changes in social aspects of the participants' lives (changes in gender roles or status) as a result of the project.

The Gender Analysis Matrix is from ***Another Point of View: A Manual On Gender Analysis Training for Grassroots Workers*** by A. Rani Parker (UNIFEM) (ICE no. WD108.)

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SAMPLE GENDER ANALYSIS MATRIX
WATER PROJECT TO BRING PIPED WATER TO ALL VILLAGE HOMES

	Labor	Time	Resources	Culture
Women	+ No longer need to transport water	+ Save time Option for leisure		
Men	Training, building and maintenance take more time			– Uneasy about women having free time
Household			+ Better health + More water	
Community	+ Trained community water committee for system maintenance			
Other	+ Children no longer have to transport water			

+ = positive result **– = negative result**

HELPING THE COMMUNITY ANALYZE AND PRIORITIZE ISSUES

DIFFERENT WAYS TO DISCUSS COMMUNITY ISSUES BEFORE SETTING PRIORITIES

Some of the following suggestions may provide appropriate ways to discuss the issues your community has identified as important. Depending on your list, select one or two ways to look at the choices—you need not use all of them.

1. Urgency
2. Level of interest or need: men/women/girls/boys, other differences
3. Resources – achievable with locally available resources
4. Cause-effect analysis
5. Scope/complexity – time involved, outside resources, etc.
6. Risk
7. Links to other projects, other organizations working on the issue, sources of support/information

POSSIBLE RANKING CRITERIA

Often ranking is done by using the criterion, "Which is most important?" Though useful to know, it may be that the most important items are not ones within the power of the group or community to address. A second ranking using one of the suggestions below might bring to the top of the list more achievable project ideas.

- Which can we do within a year?
  - complex vs. simple
  - short-term vs. long-term
- Which can we do with our own resources?
- Which will benefit the most people?
- Which might bring the biggest impact?

HOW (PHYSICALLY) CAN ITEMS BE RANKED?

- Traditional methods of decision-making (whatever means are culturally known and appropriate).
- Voting
  - Physically placing votes (stones, corn kernels, etc.)
  - Voting by raising hands
  - Secret ballot
- Sampling various subgroups
- Discussion to reach consensus

SESSION PLAN

SESSION 5

DESIRES, NEEDS, OR PROBLEMS? UNDERSTANDING THE DIFFERENCE

RATIONALE

As described in the rationale for the **Assets and Deficits** session plan, development workers need to start with the positive, what people have and can do, not what is missing. However, when working with a community or a group within the community, at some point we want to help them identify what they want to change. We may ask about that in various ways: What would make their life better? What would they like to change? What do they see as problems they would like to solve?

Determining the difference between desires, needs, or problems is an important distinction to make when prioritizing activities and projects. It is difficult and confusing to try and prioritize a list of *wants* without discussing what each of them is and then determining some way to prioritize. Developing some clarity around the distinctions between desires, needs, and problems should help us to communicate our analyses more precisely and accurately. Sharpening our analysis and clarifying communication of such distinctions is the goal of this session. It is a precursor to the session on priority ranking.

OBJECTIVES

By the end of the session participants will be able to:

1. Sharpen analysis skills for determining the difference between desires, needs, and problems to help community members determine what they have in relation to what they want and begin an intentional process of setting priorities for action.
2. Identify several different questions that community facilitators can use to elicit a community's desires, needs, and problems.

TIME

1 hour, 15 minutes

MATERIALS

- Blank flipcharts, markers, and tape
- Flipcharts with phrases from the handout (as many copies as small groups in Step III).
- Handout: *Are these Desires, Needs, or Problems?*

PROCEDURE

STEP I. INTRODUCTION

(5 minutes)

Select a few key ideas from the rationale to quickly introduce the session and link it back to the earlier sessions on assets-deficits approaches and community assessment tools (mapping, calendars, meetings, etc.). Do not overdo this introduction; the exercises and discussion, which follow, are the main learning vehicles in this session.

STEP II. INDIVIDUAL EXERCISE ON SORTING DESIRES, NEEDS, OR PROBLEMS

(15 minutes)

A. Display the flipchart list, *Desires, Needs, or Problems* (opposite page), and distribute the handout containing the same information. Tell the group it is a list of issues compiled from several different participatory needs assessment activities conducted in Community X.

DESIRES, NEEDS, OR PROBLEMS

1. **The soil is poor.**
2. **Eighty percent of the girls in our town can't read.**
3. **There is no market.**
4. **The second schoolroom is not finished.**
5. **Jobs available to youth require higher levels of skills.**
6. **Men drink too much.**
7. **Women's emotions and interests are stifled.**
8. **Ninety percent of the people suffer from parasites.**
9. **The road is always in bad condition.**
10. **We want a playground for the children.**
11. **Our cooperative would be more successful with more members.**

B. Write the individual task on flipchart and explain it as follows:

1. On your individual handout, read each issue item and decide whether you would consider it a desire, a need, or a problem. Based on what you think, mark it:

   D for desire

   N for need

   P for problem

2. As you work through the list, make a mental note of some of the factors that influence how you are making the distinctions.

C. Allow participants 8 to 10 minutes to work.

III. SMALL GROUP DISCUSSION AND REPORTS ON DEFINING TERMS

(30 minutes)

A. Hang copies of the flipcharted phrases in several places in the room. Ask the participants to assemble around the flipcharts in groups of five or six.

B. Tell participants they will have a chance to compare their lists and discuss their answers with others. Explain that their task is to try to reach consensus on what is a desire, need, or problem. Have them begin the discussion.

Trainer note: *Language patterns may be useful in making distinctions. For example: Men drink is a statement. Men drink too much implies that a judgment has been made that it is a problem. Look also at verbs (want, not finished) and modifiers (too, always, more).*

C. Allow approximately 20 minutes for the small group task. Give the groups a five-minute warning, and ask them to select a spokesperson.

D. Bring the groups back together. Have each group report out how they designated each sentence. Through discussion, help the group arrive at rough definitions for *desire, need* and *problem*. List the definitions on flipcharts.

Trainer Note: *Problems often are considered to be things that have a negative impact on humans or the environment. Needs usually are steps to improving an existing situation—e.g., using a bridge is better than crossing by boat. Desire may be considered something nice, but not essential. In trying to make these distinctions, the importance of understanding the context should constantly come up, thereby reinforcing the need of having the community members themselves discuss and decide the relative degree of importance of desires, needs, or problems.*

STEP IV. WHOLE GROUP DISCUSSION—APPLICATION TO OUR COMMUNITY WORK

(20 minutes)

A. Direct participants' attention back to the list of Desires, Needs, or Problems and ask them:

"What question(s) might have been asked to elicit this list?"

Their answers may include:

- Are there things you'd like to improve? Change? Have?
- What are people talking about? Thinking about?
- What would you like to do? Work on?
- What would make your life better?
- What is your vision?
- What are your problems?

Discuss the different types of responses the questions might elicit and then make the following point:

Be careful how you phrase questions to your community—*the first question is fateful*. Instead of starting with "What are your problems?" you might begin with "What are your assets and resources?" followed by, "What would make your community (school, organization, club) better?" Finally, you might ask, "What are the opportunities and constraints you face in trying to improve the situation?" If the constraints far outweigh the opportunities, you may have a problem!

B. Ask the group: "What are some other implications of this discussion for us?"

Possible responses might include:

1. Do some analysis of whether the community can do something about the issue. Sometime desires, needs, or problems are out of their range of possibility to effect. On the other hand, looking at related causes or activities might give them a place to start. For example, by analyzing the causes of a problem, they may find they can do something about one or more causes, even though they cannot solve the whole problem. If you are conducting a prioritization of their issues, you might do it once by importance, and once by the possibility of action.

2. Consider the concept of "winnable victories" by Saul Alinsky. His idea is that, in order for people to gain self-confidence, it is necessary to start small and "win" with small achievements. If, on the contrary, the group tries to tackle something too big, they may not be able to see the progress they are making and become discouraged, thereby damaging their self-esteem.

3. Consider how important the distinct issues are to the women and the men of the community. Discussion around in whose interest is a project—including your own as a Volunteer—is important. For example, if using a visual such as a community map, one could look at each asset or desire, and ask, "What happens if men or women don't have this? Or won't receive it?"

4. Be conscious of the use of language and clarify the use of the word "problem." Talk about *working toward solutions* instead of *solving problems*.

5. For teachers: Consider to what degree a teacher, with his or her class, can do to address some of the issues. For example, can a science or English lesson or project focus on some of the girls' or boys' assets, causes of problems, or actions to meet needs?

STEP V. FINAL SUMMARY AND ILLUSTRATION

(5 minutes)

Conclude the session by telling the group that assets, desires, needs, and problems are points on a continuum. Draw a simple continuum to illustrate graphically. Explain that communities are not stagnant and neither are their assets and desires, needs, or problems—they are related and dynamic. Use the following examples to illustrate this point.

Example 1: For the children of a community living a farming existence in the mountains, being illiterate may not be a problem. If farming does not provide sufficient food or families get too large for the amount of land, children may migrate to towns and cities. They then may desire to become literate because it allows them to participate more in society, and, in fact and over time, they may need to become literate to obtain jobs that pay sufficient salaries for them to live on.

Example 2: A few community members may form a cooperative that enables them to do what they could not do as individuals. Over time, the co-op group may want more members in order to be more successful in what they are currently doing or to expand in some way. The lack of more members may not be a problem; it may simply be a limitation to a new desire they have.

DESIRES, NEEDS, OR PROBLEMS?

The following is a list of community issues. Read each item and decide whether you would consider it a desire, a need, or a problem. Based on what you think, mark it—

D for desire

N for need

P for problem

________ **1. The soil is poor.**

________ **2. Eighty percent of the girls in our town can't read.**

________ **3. There is no market.**

________ **4. The second schoolroom is not finished.**

________ **5. Jobs available to youth require higher levels of skills.**

________ **6. Men drink too much.**

________ **7. Women's emotions and interests are stifled.**

________ **8. Ninety percent of the people suffer from parasites.**

________ **9. The road is always in bad condition.**

________ **10. We want a playground for the children.**

________ **11. Our cooperative would be more successful with more members.**

SESSION PLAN

SESSION 6

THE PROJECT DESIGN: PART 1—VISION, ASSETS, AND STRATEGIES

RATIONALE

Once the community has identified and selected a priority issue area, they are ready to begin defining the project that will address this issue. The Project Design introduced in this session is a six-step process that helps the community create the "backbone" of their project, starting with a vision or dream of what community members want their future to look like with regard to the particular issue. The process then continues through identifying the existing resources the community has to apply toward the vision; developing best strategies; identifying goals, objectives, and indicators of success; and testing the plan for feasibility.

In this session (Part 1), Volunteers and Counterparts pair together as project teams to practice the project design steps on the basis of priorities in their respective communities. The project teams will continue working on these practice projects through the remainder of the PDM workshop.

OBJECTIVES

1. To practice the first three steps in developing a Community Project Design—creating a vision, identifying existing resources, and selecting best strategies.
2. To identify and practice participatory activities that may be used to facilitate the planning process with community members.

TIME

2 hours, 30 minutes

MATERIALS

- Five scarves or bandanas to use as blindfolds for climate setter
- Five oranges (or any locally available and inexpensive fruit) for climate setter
- Prepared flipchart of Project Design Questions/Steps
- Community Development Cycle visual (from session 3)
- Blank paper and markers for the visioning exercise
- Handouts:
  - *Project Design Worksheet* (English version)
  - *Project Design Worksheet* (translated version, as appropriate)
  - *Sample Project Designs* (see Appendix A)

PREPARATION

1. Thoroughly review the whole project design sequence (i.e., Parts 1 and 2) so you become familiar with the steps and how the participants will be working in project teams. Decide how you want to use the Sample Project Designs (Appendix A). You may want to have the participants read the samples during Step II so they have an overall idea of how the design looks, or you may want to refer to them later in the session. However you decide to use the cases, make sure the group understands they are meant to serve as samples, not as *the* model. The danger is that sometimes people try to mold their projects too closely after what they see in a sample rather than being more loose and creative with the process.
2. Prepare a flipchart with the Project Design Questions/Steps and post it on the wall, next to the Community Development Cycle visual.
3. If you want to demonstrate the ranking matrix in Step V C, adapt the criteria to make it suitable for your group.

PROCEDURE

STEP I. CLIMATE SETTER—FINDING THE ORANGE

(20 minutes)

A. Lead the group in a brief climate-setting activity which emphasizes the need for community members' involvement in the planning process. One suggestion is "Finding the Orange." For this exercise, you will need to clear an open space in the training room, or better yet, take the group outside to a green space where there are few hazards or obstacles. Set up the activity as follows:

1. Ask for five volunteers from the group. Take these people far enough away where they cannot see or hear what the rest of the group is doing. Give them each a blindfold and ask them to put it on in preparation for the activity. Explain only that in a moment they will return to the training room where they will receive instructions from several colleagues. Leave these folks where they are while you prepare the rest of the group.
2. Ask the rest of the participants to form five equal groups using the count-off method. Explain that each group will be assigned an Orange Finder from the group that just left the room. The task of each small group is to instruct the assigned blindfolded Orange Finder to locate a designated orange placed across the room from the group. The trick to the activity is that each team member has only one chance to communicate with the Orange Finder. In other words, each team may give only five instructions to help their Orange Finder find the fruit.
3. Position the oranges across from the teams and make certain each team is clear on which orange is theirs.
4. Invite the Orange Finders back to the group and introduce each one to his or her team. Have each team select one member who will serve as a "spotter" for the Orange Finder. (A spotter is someone who walks along side the blindfolded person and gives cautions about obstacles in the person's path. The spotter does not, however, give any clues or actual instructions; the spotter only cautions, e.g., "There's a chair two steps ahead of you.")

B. Have the activity and award a small prize to the winning team. Process the activity by underscoring the message that projects are more successful when everyone is involved in the planning and has an opportunity to give input. Volunteers and Counterparts need to involve community members in the same sort of participatory design process we are practicing in this workshop. Ask participants to briefly share examples of community groups, committees or design teams they have worked with in the past and to discuss how those groups got engaged in the planning process. (Probing questions: Who encouraged or invited them? How sustained was their involvement? Who was missing from the planning process?)

STEP II. DESIGN OVERVIEW AND FORMING PROJECT TEAMS

(20 minutes)

A. Refer the group back to the Community Development Cycle and Steps in the Planning Process in session 3. Briefly, walk the group through the process and explain how the practice planning will be organized: "Each Counterpart and Volunteer pair will work together as a project team to plan a project for an issue of priority in your community. You will develop a project design and then continue on in later sessions to make an action plan, a budget, and a monitoring and evaluation plan. Throughout the process, we will all serve one another as resources and consultants as needed."

B. Have the participants form their teams and select a priority they think is important for their community. After about 10 minutes, check to see if everyone has finished and ask each team to announce their priority area. Write these on the flipchart and post on the wall.

Trainer Note: *The priority issue should be fairly broad at this point. Some examples might include: better maternal-child health services, access to secondary education, greater preservation of forests and wildlife, more income generating opportunities for women, and so forth. Help participants think "big picture" at this point in the process so that they do not inadvertently skip over some of the planning steps. If some teams are struggling, suggest they think about the resources and individual capacities present in their community and focus on one area to build or strengthen. Ideally, they have already discussed priorities with community members and have clear ideas about what they want to focus on.*

STEP III. VISIONING EXERCISE—CREATING THE COMMUNITY VISION

(40 minutes)

A. Lead the group in a visioning exercise that will help them create a statement about what they hope for in the future with regard to their selected priority. Ask participants to sit back in a comfortable position, relax, and imagine the following:

"It is now one or two years into the future. You and your community are having an enormous celebration to commemorate the project you have finished. The community has really moved forward and you are all beaming with pride about what you have accomplished. You feel excited about some of the obstacles and conflicts you were able to overcome, and you're all pleasantly surprised to have seen such strong commitment from so many people. You've even managed to get good support from outside the community. It's mid-afternoon and one of the community leaders steps to a microphone to recount the major accomplishments and point out the results of your hard work. Listen closely...What do you hear the leader saying? Look around you...What do you see has happened as a result of this project?"

Ask participants to work with their project teammates, sharing what they see and hear has happened in the community, and together, creating a joint vision or "preferred future." ("In our community, mothers are regularly taking their children under 5 years old to the clinic...We now have a full-time nurse, etc.") Have the teams write a brief statement or draw a picture with key words to represent their vision. Give the teams approximately 20 minutes to complete the task.

Trainer Note: *Depending on the local language, people may or may not understand the term "vision." If that term is difficult for participants to relate to, try "dream" or "picture of the future" to describe the meaning.*

B. Ask each team to give a one-minute presentation or interpretation of their vision to the other teams. If there is plenty of wall space in the training room, post the vision statements/pictures. At the end of the report out, solicit general observations about the content and/or tone of the visions.

Trainer Note: *In the case of a large group, here are two time-saver options you may want to consider in place of the presentations:*

1. *Have each team join with another team (preferably one with a similar priority) to share their visions.*
2. *Have teams post their vision statements/pictures on the wall and informally share them during break.*

C. Have the teams copy their vision statements onto the framework worksheet in their notebooks.

STEP IV. IDENTIFYING EXISTING RESOURCES

(25 minutes)

A. Introduce the next question/step of the design—identifying existing resources the community could use to reach the vision. Refer participants to the categories of resources suggested in their design worksheet (physical resources; groups such as civic organizations, NGOs, government services, and businesses; individuals) and remind them about the capacity inventories they practiced in the earlier session. Ask the project teams to identify and list on the worksheet all of the existing resources the community could tap to help them reach the vision: "What are the strengths and best resources your community could draw on?" Give the teams 15 minutes to complete the task.

Trainer Note: *If participants have already done assets maps and/or individual capacity inventories in their communities, either as part of this workshop or earlier on, they should draw on that information as well as any other knowledge they have about the resources available in or to their communities.*

B. Move around the room, encouraging and assisting teams as needed. If time allows, poll the teams for a few examples of resources they have identified.

STEP V. SELECTING BEST STRATEGIES AND APPROACHES FOR THE PROJECT

(30 minutes)

A. Have the teams review their framework thus far and then pose the next question: "Given these resources, how can we make our vision happen?" Ask them to brainstorm all the possible ways they might approach getting to the vision and list these as possible strategies and opportunities in the space provided on their worksheet. Allow approximately 10 minutes for this activity.

Trainer Note: *Encourage the teams to be as open and creative as possible during the brainstorming. Sometimes a great strategy will grow out of an idea that, at first, may seem a bit zany. If some teams seem to be struggling to come up with ideas, have them join with another team to share and solicit more ideas.*

B. Ask the teams to discuss the advantages and disadvantages of the various approaches and then select what they think is the best strategy or set of strategies. (This may involve combining and/or modifying some of the items on the list.)

C. Optional ranking exercise: If participants need more assistance in deciding which are the best strategies, suggest they use a decision matrix as a ranking tool. As needed, explain and guide them through the method.

Trainer Note: *Using the Ranking Worksheet Handout, help the teams design a matrix modeled on the sample below. Obviously, the teams will be working with limited information. The criteria listed in this matrix are options for you to adapt as appropriate to your group. Once you have settled on the criteria you want to use, determine a three-point scale for the ranking. (For example: 1= less acceptable, less sustainable,* *high cost, and fewer people reached; 3 = more/most acceptable, more/most sustainable, low cost, more people reached.)*

Possible Strategies	***Acceptability to community***	***Sustainability***	***Cost***	***Benefits a large number of people***
Strategy 1				
Strategy 2				
Strategy 3				
Strategy 4				

The result from the ranking should be a strategy or set of strategies that are likely to be successful and feasible.

D. Have the teams copy their selected strategies onto the appropriate block on their worksheet. As time allows, have the teams share their work with another team or with the large group.

STEP VI. WHOLE GROUP DISCUSSION ON USING THE DESIGN PROCESS IN THE COMMUNITY

(15 minutes)

Conclude this first half of the Project Design exercise by asking participants to offer their observations and suggestions about the process. Use these questions to stimulate the discussion:

- How easy or difficult is the process so far?
- How do you feel about the quality of your design work? (Creative? Realistic? etc.)
- How can you facilitate a similar process with members of your community or group? How could we adapt or improve the process for application in your communities?

Be sure to capture all concrete suggestions on the flipchart and have the teams make similar notes on their worksheets.

Thank the group and take a break before proceeding to the second half of the design (goals and objectives, signs of success, and feasibility testing).

COMMUNITY PROJECT DESIGN— DESCRIPTION AND WORKSHEET

Once you have worked with the community to identify the priority issues it wants to address (i.e., desires to fulfill, needs to meet, problems to solve), then you are ready to help them plan a project around a selected priority issue. The first major part of the planning process is creating what we call the "basic design" or broad framework for the project plan. The design is built around six important questions (see box below) that you and your community work together to answer.

On the following pages is a worksheet for drafting a project design for one of your community's development priorities. Use it as a practice tool during the PDM workshop and then adapt it as appropriate for use with your community project design team. Your trainer will provide you with one or two sample designs to help you see how the process works.

PROJECT DESIGN

(Starting point—community or group has selected a major priority issue, e.g., mother-child heath, girls' education, soil conservation, or other.)

Questions	**Steps**
1. What is our preferred dream or vision of the future?	Dream or vision statement describing a preferred future
2. What are our existing assets that will help us reach our vision? (sometimes done *before* and after the visioning)	List of assets, best resources
3. How can we make our vision happen?	List of possible strategies/opportunities; ranking and selection of best strategies.
4. What are the long-term and short-term results we want?	Project goals and objectives
5. How will we know if our project has been successful?	Signs of success or achievement
6. How feasible is our project?	Feasibility analysis

PROJECT DESIGN WORKSHEET

Your Selected Priority Issue is:

1 What is your preferred vision or dream of the future?

Focusing on your priority issue, imagine the future you want for your community. What does it look like? Using pictures, symbols, word (or whatever!), create your vision here on this page.

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② What are the community's existing assets that will help you reach your vision?

Think about all of the strengths and resources your community has that could help it reach the vision. What are the physical resources? Groups such as civic organizations, NGOs, government services, and businesses? Individuals with relevant skills and experience? Strong relationships/affiliations with others from outside of the community? Use the space below to list as many of these resources and assets as you can identify.

③ How can you make your vision happen? (What strategies/approaches will work best?)

Considering the nature of the vision and the resources available to the community, think about the different ways you might approach the project. What strategies can you think of that might work well? What opportunities are out there that you could use? Let your mind flow freely and think of several different approaches. Write them down below.

Possible Strategies/Approaches:

Selection of Best Strategies

With your planning partner(s), weigh the strengths and weaknesses of the strategies on your list, narrowing the options down to a few top strategies. Then, decide what criteria you want to use to make a final decision. Some possible criteria include: acceptability to the community, sustainability, cost, number of people benefited, greatest likelihood of success in the short-term, and so on.

Sometimes, it helps to use a decision matrix to structure this process. Here is how it works:

1) *Select and write your criteria across the top of the matrix.*
2) *List your strategies in the left-hand column of the matrix. If you have many, select the top five or six.*
3) *Using a three-point scale, rank each strategy under each criteria. (For example: 1= less acceptable, less sustainable, high cost, and fewer people benefited; 3 = more/most acceptable, more/most sustainable, low cost, more people benefited.)*
4) *Total the points to determine the top strategy or set of strategies.*

Possible Strategies	*Criterion 1*	*Criterion 2*	*Criterion 3*	*Criterion 4*

Best Strategies/Approach for your Project:

4 What are the long-term and short-term results you want?

Let's start with the long-term results. Look at the work you have done so far in this design—your vision, the list of community assets and resources, and best strategies or approaches for the project. Now, think about the desired result(s) you want to get out of this project. (Pretend for a moment that you have just finished the project and you've invited a Peace Corps staff member and a ministry representative to see the results. What would that look like?) These major results are the goals for your project. The number of goals will depend on the scope of your project. Most small projects have only one or two goals.

Project goals—

- *restate the vision and approach in terms of what is to be accomplished;*
- *define the long-term results or changes that the project will bring about;*
- *are realistic and include an overall time frame.*

Write your goal(s) in the space provided below and continue on the following page as needed. Leave the sections for "objectives" and "signs of success" blank for now.

— COMMUNITY PROJECT GOAL 1: —

OBJECTIVE	**SIGNS OF SUCCESS**
Objective 1:	
Objective 2:	

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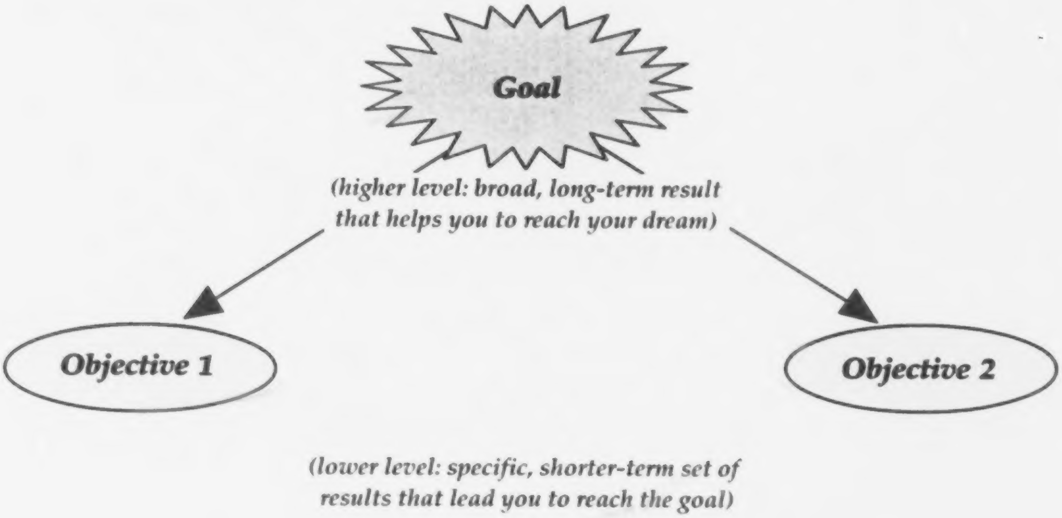
— COMMUNITY PROJECT GOAL 2: —

OBJECTIVE	SIGNS OF SUCCESS
Objective 1:	
Objective 2:	
Objective 3:	

Project Objectives: *Objectives are similar to goals but much more specific and focused on the short-term results you need to meet the longer-term goal(s) of the project. Goals and objectives form a hierarchy as illustrated below. For each project goal, you should have at least two or more objectives.*


Goal
(higher level: broad, long-term result that helps you to reach your dream)
Objective 1
Objective 2
(lower level: specific, shorter-term set of results that lead you to reach the goal)

Project Objectives—

- *Are the short-term results you need to meet the longer-term goal(s) of the project;*
- *Are SMART: **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**ime-bound*
- *Answer these questions:*
    Who is the target group or individuals expected to change?
    What action or change is expected?
    When will the desired action or change be accomplished?
    How much change is expected?

Go back to the grid on the preceding pages and write in your objectives for each of the goals you have listed.

5 How will you know if your project has been successful?

This important question helps you to determine how to measure (i.e., evaluate) the achievements you expect from the project. It pushes you to think about what success means with regard to this particular project. For example, if your project centers around increasing local awareness of the need for forest preservation and a major strategy is to design and conduct environmental awareness camps for youth at the local preserve, what would indicate to you that you had achieved something? One measure of short-term success is an increase in knowledge about local environmental concerns on the part of the students attending the camp. You could administer a pre-and post-test to measure their learning more precisely. Though hard to do, you should also think about what larger and lasting impacts you hope your project will have on the people and the environment. In this same example, maybe you hope that youth will begin volunteering to work on some small environmental improvement activities sponsored by the preserve, or bring their parents and siblings to special events at the preserve.

Look at the objectives you have set for your project. What are some ways you could measure your achievement of each one? List at least one sign of success beside each objective on the worksheet.

6 How feasible is your project?

At several points in the planning process, you should stop and consider the feasibility *of the project. Is this project logical? Is it possible? Use the following questions to help you test the feasibility of the basic design you have created here. The insights you gain from this analysis will help you determine if you need to adjust your goals and objectives.*

— FEASIBILITY TEST —

1. **What, beyond your direct control, could cause this project to fail?**

2. **How can you (the community) improve the likelihood that the project will succeed?**

3. **All things considered, do the benefits justify the costs?**

4. **Does the community have the capacity to handle and sustain a project of this type and scope? If no, how can we narrow the focus to make it more manageable and sustainable?**

* * * * * * * * * * * * * * * *

Congratulations! You now have the basic design for your community project. Although building this type of framework may seem tedious and downright difficult at times, it is a critical part of the planning process and community members (e.g., a design team or committee) should be fully engaged in its development. Also, it is helpful to remember that the design (along with the rest of the plan) is a living document in the sense that it may need to be updated and amended as you begin implementing your project.

SESSION PLAN

SESSION 7

THE PROJECT DESIGN: PART 2 – GOALS, OBJECTIVES, SIGNS OF SUCCESS, AND FEASIBILITY TEST

RATIONALE

In the previous session, participants worked in teams (Volunteer-Counterpart) to practice the first three steps in the Project Design. They created a project vision based on a real priority issue for their respective community, they identified the community resources and assets which exist to apply toward reaching the vision; and they analyzed and selected best strategies or approaches for the project. In this session, the teams continue to work through the remaining components of the basic design—developing goals and objectives, identifying signs of success, and testing the feasibility of the project.

Goals and objectives are basically a restatement of the vision and approach using language that is more specific and measurable. Well-stated goals and objectives give everyone involved in the project a clear picture of the *intent* of the project and the tangible *results* they can expect from doing the project. The *signs of success* are indicators or ways of measuring to what degree a particular objective has been achieved. They point to the impact the community hopes the project will have.

Feasibility testing is something project planners should do at various points in the design process. We include it at the end of the basic design sequence to underscore its importance, and to encourage the teams to check the soundness of their design before moving on to the details of the action plan and budget.

OBJECTIVES

By the end of the session participants will be able to:

1. Practice the last three steps or components of the Community Project Design—describing project goals and objectives, identifying signs of success, and testing the feasibility of the project.
2. Identify and practice participatory activities that may be used to facilitate the planning process with community members

TIME

2 hours, 15 minutes

MATERIALS

- Prepared flipchart of Project Design Questions/Steps (from Session VI, Part 1, worksheets)
- Community Development Cycle visual (from earlier session)
- Handouts:
  - *Project Design Worksheets* – English version (from Part 1)
  - *Project Design Worksheets* – translated version, as appropriate (from Part 1)
- Sample Project Designs (see Appendix A)
- Prepared flipchart that lists Sample Goals and Objectives (see Step II B)
- Prepared flipchart that lists four Feasibility Questions (copied from Project Design Worksheets)

PREPARATION

1. This session assumes that participants have completed the previous session, **Project Design: Part 1**, and have written the first half of their practice project design.
2. Keep the Project Design Questions/Steps and the Community Development Cycle visual posted on the wall (as in the Part 1 session)
3. For the whole group discussion of goals and objectives in Step II, you may want to select one of the practice projects from the group and write a set of goals and objectives to use as your samples.
4. Read the **Monitoring and Evaluation** session so that you understand the relationship between the signs of success and evaluation planning.

PROCEDURE

STEP I. CLIMATE SETTER—POINTING NORTH

(10 minutes)

Remind the participants that they are halfway through the process of developing a basic design for their practice projects. Introduce the next components of the design—goals and objectives—by conducting a brief exercise called, Pointing North. Have participants close their eyes and point north. Tell them to hold their arms steady, still pointing, while they open their eyes. (Typically, people will be pointing in all directions.) Use the exercise to illustrate the need for community members/groups to have a clear and mutual understanding about where they are headed with their project.

Trainer Note: *It may be helpful to explain to participants that by creating the vision and approach for their practice projects, they are already well into the design. What is needed now is to put the vision and approach into concrete terms that will help the community clarify where they are headed with the project and to be able to measure its success.*

STEP II. WHOLE GROUP DISCUSSION ON GOAL AND OBJECTIVES—TERMS AND HIERARCHY

(15 minutes)

A. Using the goals and objectives from the Sample Project Designs or some of your own examples, define the terms and explain the distinctions and hierarchy between goals and objectives.

Trainer Note: *Here are several important points to cover.*

Project goals—

- *Restate the vision and approach in terms of what is to be accomplished.*
- *Define the long-term results or changes that the project will bring about.*
- *Are realistic and include an overall time frame.*

Project objectives—

- *Are the short-term results you need to meet the longer-term goals of the project;*
- *Are SMART: Specific, Measurable, Attainable, Realistic, and Time-bound;*
- *Answer these questions:*

    Who is the target group or individuals expected to change?
    What action or change is expected?
    When will the desired action or change be accomplished?
    How much change is expected?

The number of goals will depend on the scope of your project. Many small projects have only one or two goals.

For each project goal, you should have at least two or more objectives. (If you draft a goal and you determine that you can accomplish it through one specific action, then check to see if that goal is actually a subset of another goal, i.e., one level down on the hierarchy.)

B. To test participants' understanding, show them a few examples of goals and objectives, some complete and some incomplete. Ask them to decide which ones are well written and why, and then invite members from the group to rewrite some of the poor examples to improve them.

Trainer Note: *Here are a few examples to draw from or adapt. The (yes) or (no) at the end of each question signals whether or not the statement is complete.*

- *After attending one week of Camp GLOW, at least 20 of the 40 girls (50%) will volunteer within two months at an NGO in their community. (yes)*
- *NGO X will improve citizens' quality of life. (no)*
- *Following a joint NGO/media conference, NGOs that attended the conference will publish 10% more articles in local publications during the next year than they did this year. (yes)*
- *Our environmental group will run educational programs in the fall of 1999 to decrease pollution in the city. (no)*
- *Using vitamins will increase the birth weight of 100 babies in Santa Rosa. (no)*
- *The number of people who access HIV/AIDS information at the lasi Community Resource Center will increase by 25% during the first three months after the Internet becomes available at the center. (yes)*
- *The number of unemployed women will decrease in Tonga in the year 2000 due to the introduction of a microfinance program. (no)*
- *At the completion of the PDM workshop, 70% of participants will use at least two of the activities demonstrated in the next six months in workshops their organizations provide. (yes)*
- *Farmers with 1 to 5 hectares of land in the local river delta have started using environmentally friendly fertilizers. (no)*
- *Through informal networking and a panel presentation, every participant in this Proposal Writing Workshop will have identified at least four potential donors to contact. (yes)*
- *During January to February, 2000, the Eva Foundation will successfully assist 15 local girls or women to sell their handicrafts, via the Internet, at market value or better to foreign buyers. (yes)*

STEP III. WRITING GOALS AND OBJECTIVES FOR THE PRACTICE PROJECTS

(40 minutes)

A. Ask each team to write goal and objective statements for their selected community project. Allow about 20 to 30 minutes for this task. While the teams are working, move around the room to check their work and make suggestions as appropriate.

Trainer Note: *Some people will have much difficulty with goal and objective statements. Try to help them draft at least one goal and one or two objectives so they see the notion of hierarchy and have a good example to take home. At the same time, try not to overload them with so many elements and guidelines that they become afraid to write. They may find it helpful to go back again and review the goals and objectives in the sample projects (Appendix A).*

B. Have teams exchange their worksheets with a partner team. Ask them to read and review each other's work, discuss and clarify their logic, and share ideas and suggestions on improving the goals and objectives with their partners.

C. Call the teams together in the large group and ask them to do a final check on the *plausibility* of their goals and objectives (i.e., are they logical?). Explain this as follows:

"To check the plausibility, start from the bottom of the hierarchy and work up. Look at your objectives and ask: 'If we do these actions, will we get the results we were hoping for in the goal statements?' Next focus on the goals and ask yourself: 'If we get these results, will we make our dream/vision happen?' If your answer is 'yes' to both questions, you are on the right track. If 'no', you may be missing or misplacing a piece."

Provide any further clarifications of goals and objectives as may be needed.

STEP IV. IDENTIFYING SIGNS OF SUCCESS FOR PRACTICE PROJECTS

(25 minutes)

A. Using the description provided in the worksheet, introduce the concept of *signs of success*. With examples, discuss ways to measure the short-term gains or achievements of the project, as well as its longer-term impact. Briefly mention the linkage between signs of success and project evaluation.

B. Ask the project teams to identify at least one sign of success for each of their objectives and write these in the appropriate sections on their worksheets. Give them about 15 to 20 minutes to do the task. Circulate around the room, assisting teams as needed. If time allows, have each team share one example of a sign of success in the large group.

Trainer Note: *Depending on your background, you may be more familiar with the term indicator rather than sign of success. Using whichever term you prefer, impress upon the group that signs or indicators give greater focus to a project and they form the basis for evaluating project effectiveness later on.*

STEP V. TESTING THE FEASIBILITY OF THE PRACTICE PROJECTS

(30 minutes)

A. Introduce the group to the concepts of assumptions and feasibility testing. Key talking points include the following:

- To check the feasibility of your proposed project, you need to consider the assumptions you are making as you develop the design.
- Assumptions are those aspects of a project that are uncertain and beyond your control, but they can be identified and measured for relative risk. For example, in a crop production project, you base your design on an assumption that you will get adequate rainfall. By analyzing local rainfall patterns during the past several years, you can determine whether your assumption about adequate rainfall is valid or not. *If* you discover that the average seasonal rainfall is much less than what your crop requires, you obviously have a high-risk project.
- Ideally, testing project feasibility should happen more than once in the planning process—two good places for it are at the end of the framework and again after the budget has been developed.
- The process should include input from a variety of people in the community. Sometimes it is hard for those most involved in the planning to see the risks.
- The insights from your test will help you make appropriate adjustments in your project goals and objectives

B. Post the flipchart with the four feasibility questions (taken from Step 6 of their Project Design worksheet). Solicit from the teams a few examples of assumptions they are making in their current practice plans.

Trainer Note: *The four questions on their worksheet are—*

1. *What, beyond your direct control, could cause this project to fail?*
2. *How can you (the community) improve the likelihood that the project will succeed?*
3. *All things considered, do the benefits justify the costs?*
4. *Does the community have the capacity to handle and sustain a project of this type and scope? If no, how can we narrow the focus to make it more manageable and sustainable?*

C. Have the teams work individually to apply the four questions to their practice projects. Allow about 15 minutes for this work. Check-in with each team to make sure they are on track and understand the overall concepts of assumptions and feasibility.

STEP VI. WHOLE GROUP DISCUSSION ON USING THE DESIGN PROCESS IN THE COMMUNITY

(15 minutes)

Conclude the session with the same process questions we asked at the end of Part 1:

- How easy or difficult was the design process?
- How do you feel about the quality of your design work? (Creative? Realistic?)
- How can you facilitate a similar process with members of your community or group? How could we adapt or improve the process for application in your communities?

Be sure to capture all concrete suggestions on the flipchart and have the teams make similar notes on their worksheets. Congratulate the group on their accomplishment!

SESSION PLAN

SESSION 8

ACTION PLAN: IDENTIFYING AND SEQUENCING TASKS

RATIONALE

After community members have completed the basic design for their projects, they are ready to prepare the action plan containing the details on how the project will be implemented. The action plan includes three components—tasks for each project objective, roles and responsibilities of the community and other project stakeholders, and the timeline for getting the project done. In this session, we address the first component—identification and sequencing of tasks.

Tasks are the concrete and very specific activities that must be completed to achieve the project objectives. Each objective has its own set of tasks. Once defined, the tasks need to be arranged in a logical order and placed in a time sequence (timeline). Insufficient or incorrect definition of tasks, or incorrectly designed task timelines during the project design phase may lead to mistakes or failures during the project implementation phase.

In this session, participants continue working in their project teams and start their action plans by identifying tasks for at least one of their practice project objectives. In later sessions, they will complete the other parts of the action plan.

OBJECTIVES

1. Identify all of the tasks for each objective of the practice project.
2. Arrange the tasks in sequential order under each objective.

TIME

1 hour

MATERIALS

- Participants' *Project Design Worksheets* completed in previous sessions
- 20 slips of paper (about 2" x 8") for each project team or large-size sticky notes
- *Action Plan Worksheets* and/or flipchart paper, markers, and tape for making large worksheets
- Glue sticks for pasting the task slips onto flipcharts

PREPARATION

1. Using a sample project, prepare some examples of objectives and associated tasks for the introduction.
2. Decide whether you and your group prefer to make the Action Plan Worksheets on flipchart paper or use the worksheets provided in the manual. If you want the different teams to share with one another, then it is easier to use flipchart paper taped to the walls or easels around the room. Participants can always transfer their work from the wall charts to the small worksheets in their notebooks later. Another advantage to working on wall charts is that it reinforces the idea of making information accessible to the community (vs. closely held by only a few people). The disadvantage to working on flipchart paper is that corrections are harder to make and some people tend to spend much timé redoing the charts to make them more attractive.

PROCEDURE

STEP I. INTRODUCING THE ACTION PLAN/CLARIFYING TERMS

(10 minutes)

A. Using some of the points from the session rationale, draw a linkage between the project design and the action plan. Distribute copies of the Action Planning Worksheet and review it briefly with the group, describing the overall process: identifying tasks, assigning roles, and making the timeline. Explain that we will begin the action plan in this session and finish it later in the workshop.

B. Define the key term *task* for the group. Be sure to clarify the relationship between a *task* and an *objective*. Give or elicit some examples of tasks, using an objective from one of the sample projects. Use the examples to illustrate how to sequence tasks that are dependent on prior tasks.

Trainer Note: *You may need to help the group understand the level of detail or* specificity required at this stage of the planning process.

STEP II IDENTIFYING/SEQUENCING TASKS FOR PRACTICE PROJECTS

(35 minutes)

A. Explain to the group that each team will now write an action plan for their practice projects, starting with tasks. Distribute the strips or sticky notes to each team and give them their assignment as follows:

1. Using the slips of paper or sticky notes provided, write down all the tasks for at least one of the objectives from your practice project design. Write only one task on each slip of paper so that you can arrange them in sequence afterwards. Organize with your team partner so that you can both work simultaneously.
2. Once you think you have all the tasks listed for one objective, place the strips in the sequence in which they would be carried out.
3. When you finish with the first objective, continue on to the next one.

B. As the teams begin to arrange their tasks in order, the facilitators should move around, sitting with them and reading through their work. Ask questions to clarify tasks, suggest the addition of missing tasks or subtasks, and discuss sequencing. For example, before starting on a task requiring materials, there must be a prior task of acquiring the materials and perhaps others of fund raising or soliciting donations.

C. If time permits, have two teams meet together and review their tasks for clarity and suggestions.

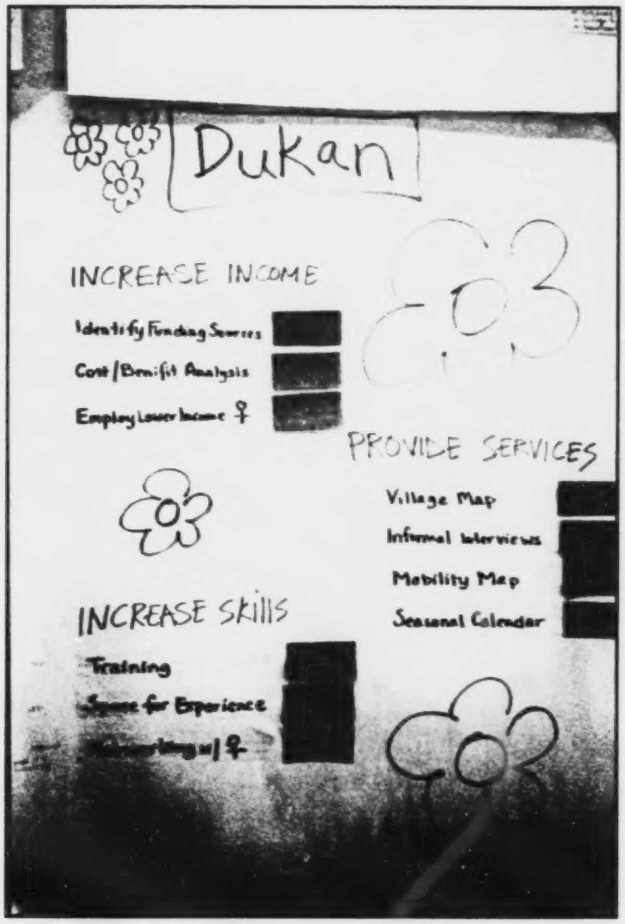
Trainer Note: *At a minimum, the teams need to identify and sequence tasks for at least one of their objectives. If possible, allow enough time so they can list tasks for two or more objectives.*

STEP III. SUMMARY/TRANSPOSING DATA ONTO ACTION PLAN WORKSHEET OR WALL CHART

(15 minutes)

A. Ask participants if they have any questions about this step of the action plan.

B. Ask the teams to transpose the data from their tasks slips to the worksheet or, alternatively, draw a large version of the worksheet on flipchart and paste or stick their tasks in the appropriate column. Explain to the group that they will complete the other sections of the worksheet in later sessions.


Dukan
INCREASE INCOME
Identify Funding Sources
Cost/Benifit Analysis
Employ Lower Income ♀
PROVIDE SERVICES
Village Map
Informal Interviews
Mobility Map
Seasonal Calendar
INCREASE SKILLS
Training
Space for Experience

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ACTION PLAN WORKSHEET FOR
PROJECT ______________________________

Goal No. ________________

Objective No. ________________

Tasks: What to Do? (List in sequence)	**Roles: Who will do it?** (Place asterisk (*) beside name of person with primary responsibility)	**Timeline: When will it start and finish?** (expressed in weeks or months.)

SESSION PLAN

SESSION 9

ACTION PLAN: ASSIGNING ROLES AND RESPONSIBILITIES

RATIONALE

Throughout this workshop, we have underscored the need for the community's participation in all aspects of the development cycle, from setting priorities and planning all the way through project implementation and evaluation. In other words, the community should be a part of the design process and be responsible, or share responsibility, for the discrete tasks that must be carried out. *Learning the process* of designing, carrying out, and monitoring a project is perhaps more important to the community than achieving particular outcomes.

In the previous session, participants began identifying the various tasks in their practice projects including the human resources (i.e., the people) who will actually carry out the tasks. In addition to those who perform the tasks, someone must be *responsible* for seeing that it gets done. The duties of the responsible person may be to locate and hire the persons needed, arrange for outside experts to come to the community, or, perhaps to plan and implement training of local resource people. Or, the person responsible might organize a fund-raiser, solicit donations, or monitor the completion of certain tasks.

In assigning roles and responsibilities for aspects of a project, it is important to consider skills, knowledge, and attitudes. Sometimes there are individuals with the needed skills but their attitude toward the project would make them inappropriate. Culturally determined roles and expectations of those roles are also important for outsiders to understand. The functions carried out locally by persons in certain roles may differ from those in the culture of the foreigner. Sometimes a role may be ceremonial or inherited and not carry the responsibility for doing more than being informed or publicly acknowledged.

Some functions that people may perform on a particular project include overseeing work, giving approvals, consulting on certain decisions, informing others about the project work, or doing the actual work. How these functions relate to role titles needs to be explored so that appropriate people are put in the necessary positions. *The community members have this type of inside culturally based information, and, thus, are important decision-makers in terms of assigning roles and responsibilities.* In this session, project teams will consider the various tasks in their project and discuss who might be responsible for each.

OBJECTIVES

By the end of the session participants will be able to:

1. Identify ways in which community members can be responsible for various tasks on the practice projects.
2. Explore culturally defined roles within the community that need to be considered when planning a project.

TIME

1 hour, 15 minutes

MATERIALS

- Blank flipchart, marking pens, and tape
- Flipchart prepared with questions from the Trainer Note in Step I.
- *Action Plan Worksheets* or wall charts started by project teams in earlier session (**Identifying Tasks**).

PREPARATION

Prepare some examples of role assignments to use in Steps I and III.

PROCEDURE

STEP I. WHOLE GROUP DISCUSSION ON COMMUNITY PARTICIPATION

(15 minutes)

Introduce the session by holding a brief discussion around the following points from the rationale:

1. The importance of including community members in taking responsibility for the steps of a project.
2. The distinction between those who may *do* a task (build something, teach others,) and someone who may be responsible for *seeing that the task is done* (approve, oversee).
3. The need to be aware of cultural differences in roles and responsibilities.

Trainer Note: *Volunteers often report the lack of involvement in projects on the part of key players. In some cases, this may be because they weren't encouraged to get involved earlier in the planning phases or they were given roles that were not compatible with their skills and/or social/cultural roles. To help participants explore potential participation, you may want to introduce some of the roles listed below by posing the associated questions. Have participants think about all phases of the Community Development Cycle (not just project implementation) as they answer the questions.*

Function	***Question***
Be Informed	*Who are the people you need to keep informed about major decisions and progress on the project?*
Consult	*Who are the people that may offer consultation to the project? They might bring valuable technical information or expertise to the work, or they may have insights that would help you make a key decision.*
Perform	*Who will be directly involved in carrying out the work? These people are the actual "do-ers."*
Oversee	*Who will oversee and give timely approvals for the work? These are the people who are responsible for seeing that the work gets done.*
Animate	*Who will encourage and mobilize people to get involved and stay involved?*

STEP II. METAPHOR EXERCISE: DESCRIBING THE VOLUNTEER AND COUNTERPART ROLES

(20 minutes)

A. Have the group spend a few minutes focusing on the roles and responsibilities of the Volunteer and Counterpart. Ask two project teams to join together to make a group of four, then assign them the following brief task:

1. With your colleagues, exchange ideas and opinions about your perceived role in the practice projects you are planning. As a group, select a metaphor that describes or depicts the role(s) you want to play. Take about 10 minutes for your discussion.
2. Share your metaphor with the large group.

B. When the small groups are ready, have each one describe their metaphor. Use the inputs from the groups to re-emphasize the value of sharing leadership and building capacity in the community.

Trainer Note: *Here is an example of a metaphor—*

"We are like the tenders of a beautiful garden. We test the soil to see how fertile it is, adding a few nutrients to make it richer. We dig and mix the soil so that the texture is just right—soft enough to allow the plants' roots to grow freely, but firm enough to support the stalks. When the plants are young and small, we pull out weeds that might threaten their health. As the plants grow bigger and stronger, there is less space for weeds and we have less and less direct work to do. We are careful not to over-fertilize, because this can cause the plants to become so tall and spindly that they fall over unless we support them with a stake…."

An option to the metaphor activity is to have project teams describe their roles visually (drawings, symbols, colors, etc.) on a half-sheet of flipchart paper. Each team would then have one minute to present and interpret their drawing for the rest of the group, and all of the drawings could be posted for the remainder of the workshop.

STEP III. Assigning of Roles and Responsibilities to Practice Project Tasks

(30 minutes)

A. Ask project teams to make specific role assignments for each of the tasks they identified in their action plan during the earlier session. Have them work directly on the Action Plan Worksheet, identifying who will perform the task and who will supervise or oversee.

Trainer Note: *As needed, remind participants that if the Volunteer appears in too many places on the role assignment list, it may indicate too high a leadership profile for that person. Since we are trying to nurture leadership development among others in the community, we have to look for ways to give* ***them*** *responsibility. In cases where the Volunteer feels the need to be responsible for something, then she/he should consider who else can be involved to assist and learn.*

B. Facilitator should circulate, sit with groups, listen to their discussions, and ask clarifying questions as appropriate.

STEP IV. SUMMARY DISCUSSION AND CLOSURE

(10 minutes)

Have the large group reassemble and ask participants to summarize their insights and learning. Use some of the following questions to help them reflect:

1. What culturally determined roles did you discuss, and how were important people in your community included in your project?
2. What are examples of tasks you found easy to assign? Why? What tasks did you consider hard to assign? Why?
3. How could your community be helpful in assigning tasks?

SESSION PLAN

SESSION 10

ACTION PLAN: MAKING THE TIMELINE

RATIONALE

Creating a timeline for the project includes two different considerations: (1) how to sequence the project tasks so that each one prepares for something that follows; and (2) when various tasks can take place over the life of the project implementation.

Sequencing involves thinking through the tasks and making sure that tasks such as procurement of materials precedes the activity for which they are needed. Sometimes more than one activity can be happening simultaneously, such as making bricks or doing a marketing study while local people are being trained in a new skill.

The second involves looking at the community members' daily activity schedules and seasonal calendars. Finding out when during the day, and during what seasons community members are available to do the tasks needed, is critical to a project's success. Women and men, and boys and girls, all have different roles and responsibilities, and their daily activities need to be considered individually. It may not be self-evident when people have time to work on a project task. For example, it may be more possible for teachers to engage in a project after their school day is finished during the school year than during the vacation period when they may be gardening, holding down a different job, or having to care for children who are out of school. Seasonal events may impact how projects can be timed: transportation may be less available during times crops are being moved to markets; rainy or dry seasons may impact construction or other tasks; and specific holiday periods may preclude work on projects.

In this session, participants consider all of these aspects of timing to develop a tentative timeline for their project.

OBJECTIVES

By the end of the session participants will be able to:

1. Organize the tasks of the project according to sequence and time estimates.
2. Make a realistic project timeline that respects the daily activities and seasonal events of the community.

TIME

45 minutes to 1 hour

MATERIALS

- Blank flipchart, marking pens, tape and/or glue sticks
- Sample daily activity schedules and seasonal calendars, trainer prepared and those brought from communities.
- *Action Planning Worksheets* or wall charts started by project teams in earlier sessions (**Identifying Tasks**; **Assigning Roles**).

PREPARATION

Prepare some examples from a sample project, using daily activity schedules of more than one group in the community and a seasonal calendar, if possible.

PROCEDURE

STEP I. INTRODUCING THE TIMELINE

(10 minutes)

Introduce the timeline as the final step in laying out how the project will be implemented. Present the major points emphasized in the session rationale. Using a sample project, give examples of how to sequence multiple tasks. Then use the sample daily activity schedules and seasonal calendars to illustrate the considerations in scheduling project work (people's work constraints, climate considerations, etc.).

STEP II. CREATING TIMELINES FOR THE PRACTICE PROJECTS

(35 minutes)

A. Tell the participants that they will have about 35 minutes to complete a timeline for their practice projects. If they have not already arranged their tasks in sequential order, have them do that first. Then ask them to consider which month in the calendar year would be the best time to begin the project and to schedule specific tasks from that point through the end of the project. Have them indicate the sequence and time estimates on a weekly or monthly calendar template.

Trainer Note: *If participants have not brought a seasonal calendar with them, they may need to do one. It should include at least major labor times (of their community group who would be doing the project), weather and health patterns, high periods for financial demands, holidays and other periods when they have other tasks.*

B. Circulate among the project team, joining in to listen to their discussion and ask clarifying questions.

C. If participants have been developing their action plans on large wall charts, have them do a gallery walk to view the work of their colleagues and share ideas with one another.

STEP III. SUMMARY DISCUSSION ON THE ACTION PLAN

(15 minutes)

Have all participants reassemble, and discuss the now-completed action plan for their practice projects. Build the discussion around the following questions:

1. What are some key questions you will need to ask your community members regarding the assignment of roles and responsibilities?
2. How will you involve community members in the action planning? How will the action plan be updated and shared as time goes by?
3. For your particular community and practice project, what might be two to three major scheduling considerations?

If participants have been working on large wall charts, suggest they take the charts back to their communities with them and also make a notebook size duplicate for safekeeping.

SESSION PLAN

SESSION 11

MONITORING AND EVALUATION PLANNING

RATIONALE

Most community project planners and implementers recognize the basic need for monitoring and evaluation. Monitoring tells us if our project is on track and we are making progress. Evaluation tells us if our project is on the *right* track and having the impact we had hoped it would. All of us can probably think of at least one example of a community project that suffered or failed because people didn't allocate the time and resources to track its progress and results. If monitoring and evaluation is to happen in our projects, it has to be planned from the start, not tacked on later as an afterthought. In fact, the very act of doing the monitoring and evaluation plan pushes us to think harder and become clearer on our project goals and objectives than we might have otherwise. The result is usually a better overall design. In this session, the project teams will develop (or at least start) monitoring and evaluation (M & E) plans for their practice projects. Two worksheets are provided to help participants focus and organize their plans.

OBJECTIVES

By the end of the session participants will be able to

1. Describe the differences between monitoring and evaluation.
2. Define monitoring points in the practice project design, assign responsibilities, and identify any resources needed.
3. Define evaluation opportunities in the practice project design and consider who would be responsible.

TIME

1 hour, 40 minutes (plus 15 minutes if you select Option 1 Climate Setter)

MATERIALS

- Blank flipcharts, markers, and masking tape
- Mini-descriptions for Option 1 Climate-Setter
- Monitoring and Evaluation (background reading)
- Practice Project Designs and Action Plans (already in progress)
- Handouts:
  - *Monitoring Checklist*
  - *Sample Monitoring Checklist*
  - *Evaluation Plan Worksheet*
  - *Sample Evaluation Plan Worksheet*

PREPARATION

1. This session offers two options for the climate-setting activity. Read both of the descriptions and decide which one you want to try. Option 1 is light and fun but requires more time and is less predictable in terms of participants' responses. Option 2 is a quicker, more serious exercise, and the group's responses should be fairly easy to predict and guide.

   If you decide to do Option 1, you will need to draft mini-descriptions for four special occasions such as a birthday party, a wedding, or a local cultural event. Write one or two sentences to provide some context and help participants get started on the task. Here's a sample mini-description for a birthday party:

   > *One of your favorite family members is celebrating her/his 30th birthday. This relative has been so helpful to everyone in the family that you want to show your appreciation by throwing a huge party. You're inviting 100 people for dining, dancing, and fun.*

2. Later in the session, the project teams will use two worksheets to develop their M & E plans. Practice with these tools until you feel comfortable with them. Use the Sample Worksheets or create some examples of your own to use to illustrate the different M & E components.

PROCEDURE

STEP I. SKILLS TEST: MONITORING AND EVALUATING THE BIRTHDAY PARTY

(30 minutes)

Trainer Note: *See the Optional Climate-Setting Activity at the end of the session plan. If you are pressed for time, consider using that activity rather than this one.*

A. Open the session by telling participants that they are going to have an opportunity to test their skills in monitoring and evaluation. Divide the group into 4 smaller groups and hand each one a slip of paper with a brief description of a special event such as a birthday party, a wedding, a traditional feast, or some other appropriate celebration. If possible, each group should work with a different event. Then explain the task as follows:

"Let's pretend that you and your group are planning this special occasion. It's scheduled to happen next week and you really want it to be a tremendous success! What aspects of the "project" will you want to track or monitor and how will you do that? Once the event has taken place, what will you want to evaluate about it, and how will you go about that? Take the next 15 minutes to discuss these questions in your group."

B. Encourage the groups to have fun with the exercise, intervening only if someone gets way off-course. Once all groups have finished the task, ask each one to share some of their monitoring and evaluation ideas with large group. Write these down on two separate clipcharts (one list for monitoring, the other for evaluation).

Trainer Note: *A few examples might include—*

MONITORING—

What to monitor	***How to monitor***
RSVP returns, number of guests attending	*Maintain running list of RSVPs and make phone calls to people who didn't respond.*
Track the arrival of food and beverages	*Use a checklist and assign a person to receive.*
Guests receptivity to the music and ambience for dancing	*Observe the dance floor—are people moving? If not, use informal questioning technique to find out what would improve the scene.*
Etc.	

EVALUATION—

What to evaluate	***How to evaluate***
Does Birthday Betty/Bob feel special and happy after the event?	*Conduct in-depth phone interview a few days after the party.*
Did majority of guests have a good time?	*Do exit interviews, count and review the post-party "thank you" notes/calls received from guests, informal family rumor mill.*
Was the food good and appealing?	*Visually survey the food remaining in relation to amount prepared and number of guests. Visually survey amount of uneaten food discarded into trash cans at the party. Remember unsolicited comments from guests during and after the party.*

C. Once you have several examples, ask the group to describe the distinctions they see between monitoring and evaluation. As they define each of the terms, write key words on the charts where you have already been listing their examples. If needed, refer to the *Monitoring and Evaluation* handout for specific definitions and distinctions.

Trainer's Note: *Monitoring is a management tool that helps us gauge our progress toward meeting our project goals and objectives. Monitoring concentrates on the short-term performance compared with what we have planned. Evaluation is an assessment tool that measures the overall results/impact of the project, and provides data for similar projects in the future. In a small-scale project, evaluation is usually done after the work is complete. To summarize, monitoring tells us if our project is on tract, and evaluation tells us if it is the right track.*

STEP II. CREATING A MONITORING CHECKLIST FOR THE PRACTICE PROJECTS

(25 minutes)

A. Introduce the Monitoring Checklist by explaining each of the components and illustrating with an example or two drawn from the participants' practice projects. Use the sample checklist as needed to clarify the types of things typically monitored and the process for doing it.

B. Give the project teams the following assignment:

1. Look back through the tasks in your practice designs and identify specific dimensions or aspects of the project work you want to monitor. Think about *why* it is important to monitor each item you name.
2. List the monitoring items on the blank checklist provided and fill in the other columns on the checklist. (Try to complete the information across the chart for at least 3 to 4 items.)
3. Finish as much of the worksheet as possible in the next 20 minutes.

C. Monitor the teams as they work on their checklists.

D. As a summary, have the group address these questions:

1. Where was monitoring called for because of a need for resources (materials or funds) to move on to the next task?
2. What are examples of monitoring to check on the progress of key tasks?
3. At what points did you think monitoring would be useful to keep the total group (community) informed and involved in the project?

STEP III. INTRODUCING THE SIX-STEP EVALUATION PLAN AND KEY EVALUATION QUESTIONS

(30 minutes)

A. Ask the group to turn its focus now to evaluation. Refer participants to the six-step worksheet they will use to develop an evaluation plan for their practice projects. Walk them *briefly* through all six steps so that they understand the total worksheet.

B. Focus the group on the key questions (What do we want to know?). Have them look back at the *objectives* and *signs of success* they drafted in their Project Design Worksheets (Session Plan 6). Explain the relationship between the framework and the key impact questions: The objectives and signs of success state or imply what you hope the result or impact of the project will be. They form the basis for the key evaluation questions you will want to answer later on when the project is done."

Trainer Note: *Participants have already started their evaluation plans by writing measurable objectives and by identifying specific signs of success. (Some planners use the term indicator in place of sign.) What the group will do now is formulate key evaluation questions based on this work, and then develop a plan for getting answers to the questions. Key questions are already contained or implied in well-written objectives. However, by using a question format, we encourage ourselves to think through what we want to learn from the project and how we can discover the answers. It is essential that the community itself be involved in formulating the key questions, as well as in gathering the information that leads to lessons learned.*

As you help the group understand the concept of key questions, emphasize the need to measure not only the inputs of the project, but moreover, the quality of the process and the overall impact of the project work. For example, we want to know not only the number of people attending a given workshop (project input). We also want to measure how well the group worked together and demonstrated good leadership skills (quality of process), and the degree to which participants are applying their newly acquired knowledge and skills in their daily lives (impact). Learning from the process is particularly important in development projects and programs that have capacity-building as an overall goal.

Some examples of evaluation questions are included in the two climate-setter options. Here are a few samples written for a community project:

- *Were the goals and objectives achieved?*

  For example, one project goal was to encourage wider youth participation in environmental conservation activities. An evaluation question is "What are youth doing now relating to conservation that is different than before?" Another goal of the project was to strengthen emphasis on conservation in the school curricula. A second evaluation question might be "What are the teachers who participated in the project doing now to focus on the environmental issues? What else could they be doing?"

- *What can people do better now than they did before?*
- *Did the project have a positive effect on the community? Were there any negative effects?*
- *How were people and organizations in the community linked together? Were new connections made between associations and institutions such as schools, businesses, churches, and social clubs?*
- *What existing community resources or assets were utilized? Were additional resources mobilized?*
- *What were the key decisions made, and how did these influence the project? What other alternatives could have been considered?*

- *Has the project been sustainable? How is the community working toward this?*

C. Have the project teams work for a few minutes to distill several key evaluation questions for their practice projects. They should write these questions in the first column on the worksheet. Ask each team to share one key questions with the large group. Use their examples to reinforce the focus on measuring impact and to answer any other concerns the group may have.

STEP IV. COMPLETING THE EVALUATION PLAN FOR THE PRACTICE PROJECTS

(20 minutes)

A. Clarify the other steps and columns on the Evaluation Plan Worksheet. Use one or two of their sample key questions to illustrate how to complete the matrix. Use the following points to help the group understand the decision of whether to collect quantitative and qualitative information:

1. The choice of when to use one or the other really depends on what you want to know about the project (i.e., the nature of the key questions).
2. Technical-oriented information is usually quantitative (percentage of increase in crop yields, amount of weight gained by young children in a nutrition project, etc.).
3. Key questions focusing on capacity building, leadership development, and so forth call for qualitative information which may be gathered through methods like open-ended interviews, focus group discussions, and/or observation.
4. Often it's good to have both quantitative and qualitative information so that you can cross check the results. That said, the overall scope of the project evaluation should be determined by the scope of the project itself, and the resources the community has available.

B. Ask the project teams to sketch an evaluation plan for their practice projects. Describe the task as follows;

1. Finish drafting the key evaluation questions based on the goals and objectives and signs of success from your project framework.
2. For at least two to three of the questions, fill in the worksheet matrix.

3. Finish as much of the evaluation plan as possible in the next 20 minutes.

C. Circulate among the teams, offering assistance as needed. If time allows, ask the teams to share one example from their worksheets with others in the room.

STEP V. SUMMARY DISCUSSION IN THE LARGE GROUP

(10 minutes)

Lead the group in a final discussion to synthesize and summarize their practice with monitoring and evaluation planning. Use the following questions to guide the discussion:

1. How easy/difficult was it to complete the worksheets? Which components were harder than others? Any suggestions for how to make the worksheets easier to understand and use?
2. Why is it important to address monitoring and evaluation when designing a project?
3. How can your community be involved in determining monitoring and evaluation steps and participating in them?

Close the session by referring participants to the background handout on monitoring and evaluation.

OPTIONAL CLIMATE SETTING ACTIVITY: MONITORING AND EVALUATING THE PDM WORKSHOP

(15 minutes)

Trainer Note: *This activity is an option to the Birthday Party exercise (Step I) at the beginning of the session plan.*

A. To help participants define and distinguish between monitoring and evaluation, ask them to consider the current PDM workshop: "What types of things are we monitoring in this workshop and how are we going about monitoring?" Have participants confer with one or two of their colleagues and then offer their ideas. Write these responses on a flipchart.

B. Next, ask participants to review the workshop goals in their notebooks and the list of expectations they generated on the first day. Then ask the question: "What aspects of this workshop will we want to evaluate and how would we go about doing it?" Write these answers on a second flipchart posted next to the monitoring ideas.

Trainer Note: *By using the "here and now experience of the PDM workshop," participants should be able to cite several examples of monitoring and guess what we might do to evaluate the impact of the workshop. Their actual responses will vary, of course, from workshop to workshop. Here are a few possible responses.*

MONITORING—

What to monitor	***How to monitor***
Daily knowledge and skill acquisition	*Reviewing practice project worksheets, generalized discussions, spot checks.*
Group dynamics	*Visual observation, process check-ins with group, wall pocket charts soliciting issues and suggestions, individual check-ins during breaks.*
Group participation	*Observation during large and small group activities.*
Sequencing and pacing of activities	*Checking quality and completeness of practice project plans, types and number of clarification questions posed by participants, soliciting group and individual feedback.*
Lodging and meals	*Observation, soliciting feedback from group and facility providers.*

EVALUATION –

What to evaluate	*How to evaluate*
Did participants gain sufficient skills to be able to do project planning with their communities?	*Review the practice plan at end of workshop for quality and completeness, observe and review plans and reports on project carried out with community.*
Are they engaging and training community members in how to plan and implement projects?	*Look for evidence of community members taking active role in project planning and implementation.*
Do PCVs and Counterparts (CPs) have stronger partnerships as a result of this training?	*Observe and review documentation of PCV and CP sharing planning tasks, informing each other of progress, solving problems as a team, etc. Interview the individuals.*
Do participants perceive of their role as one of community facilitator?	*Look for evidence of PCV and CP sharing leadership roles with other community members (e.g., community members leading meetings and initiating new projects.)*

C. Once you have several examples, ask the group to describe the distinctions they see between monitoring and evaluation. As they define each of the terms, write key words on the charts where you have already been listing their examples. If needed, refer to the *Monitoring and Evaluation* handout for specific definitions and distinctions. Also see the Trainer Note under Step I C of the Birthday Party exercise.

Proceed on to Step II in the main body of the session plan.

COMMUNITY PROJECT MONITORING CHECKLIST

Develop a checklist that will help you monitor the routine progress of your community project.

What to Monitor?	Things and Places to Check	How?	Who Does It?	When?

— SAMPLE —

COMMUNITY PROJECT MONITORING CHECKLIST

Develop a checklist that will help you monitor the routine progress of your community project.

What to Monitor?	Things and Places to Check	How?	Who Does It?	When?
Materials and equipment	Inventory, estimates, bills of lading, condition of equipment, supply of replacement parts, etc.	Visits Meetings Books/ledgers Testing Observation Daily logs Interviews Letters Reports Roll call Budget analysis Surveys Statistics Job review Etc.	Project participants	Daily Weekly Monthly Etc
Budget	Ledgers, financial/bank accounts, comparing planned expenses to actual.			
Training and education	Attendance at sessions, material learned, new skills developed, number of materials developed, quality, etc.			
Interest and motivation	Attendance, participation, new members join, committee doing work, etc.			
Roles and responsibilities	Work schedules, work quality, performance, promptness, contracts, job reviews, etc.			
Administrative needs	Permits and licenses acquired, proper documents available, etc.			

— SAMPLE —

COMMUNITY PROJECT EVALUATION PLAN

This worksheet will help you plan how to measure the success and impact of your project. Start the plan by identifying several key questions that will guide and focus your evaluation efforts. These questions are already stated or implied in the project objective and signs of success, but it is helpful to restate them here in a question format. Once you have the questions, then proceed with the rest of the planning components.

Key Questions	**Quantitative–Qualitative Information**	**Sources of Information**	**Methods to Collect Information**	**Who Participates/When**
(What do you want to know?)	(What type of information do you need?)	(Where can you find the information?)	(How will you collect the information?)	(Who will collect and analyze information? When?)

— SAMPLE —

COMMUNITY PROJECT EVALUATION PLAN

This worksheet will help you plan how to measure the success and impact of your project. Start the plan by identifying several key questions that will guide and focus your evaluation efforts. These questions are already stated or implied in the project objective and signs of success, but it is helpful to restate them here in a question format. Once you have the questions, then proceed with the rest of the planning components.

Key Questions	**Quantitative–Qualitative Information**	**Sources of Information**	**Methods to Collect Information**	**Who Participates/When**
(What do you want to know?)	**(What type of information do you need?)**	**(Where can you find the information?)**	**(How will you collect the information?)**	**(Who will collect and analyze information? When?)**
Were the goals and objectives achieved? What can people do better now than before? (e.g., if one project goal was to encourage wider youth participation in then the key question is: What are youth different than before?)	Both quantitative and qualitative	Project participants (e.g., youth, their teachers, park staff, project sites, products	Depending on project, may include pre testing and post testing observation, physical measurement (e.g., weighing babies in a nutrition project), counting, group discussions, interview	(e.g., teachers administer test with students at end of semester and continuously observe students' conservation projects; mothers weigh babies monthly, etc.)
Did the project have a positive effect on the community? Were there any negative effects?	Mostly qualitative	Community leaders and members, records, photographs	Conduct meetings and interviews with community leaders and members, observation with checklist, etc.	Project leaders, community leaders; collected quarterly.
How were people and organizations in the community linked together? Were new connections made between associations and institutions?	Qualitative	Representatives and members of participating groups, community members	Keep and review meeting notes, read reports, conduct in-depth interviews or focus groups	Project leaders, on-going Documentation, interviews at beginning and end.
What existing community resources or assets were utilized? Were additional resources mobilized?	Quantitative	Project participants, other community members, project logs, physical site	Keep and review records, take photos, measure quantities, etc.	Project leaders, community members, on-going documentation
What were the key decisions made and how did these influence the project? What other alternatives could have been considered?	Qualitative	Project leaders and participants, community leaders	Group discussion with leaders, surveys or interviews with community members.	Project Leaders, community participants, end-of project review.
Has the project been sustainable? How is the community working toward this?	Qualitative and quantitative	Community leaders and members, project leaders	Financial record review, focus group with community	Project and community leaders, end-of project review

SESSION PLAN

SESSION 12

RESOURCE IDENTIFICATION AND BUDGETING

RATIONALE

An obvious and important part of the community project plan is the budget. Before the community can start implementing the actual project, they must identify all the resources they will need to conduct the project tasks, and then estimate the cost or value of those resources. General categories of resources for small community-based projects include people or human resources, equipment, materials, supplies, and transportation. Once community planners have outlined the budget, they can then determine how to acquire the resources. Some may be available within the community, others donated or bartered, and others purchased with cash funds.

The budget plan will provide timely information about the requirements for outside expertise or training of local people, and loans, grants, or other funding to purchase or rent equipment and materials. Many project planners gasp when they see the sum for total project cost and realize they need to either find significant funds or make some creative cuts in the project scope. Hence, the budget serves as a reality check in addition to its role as spending guide.

In this session, participants identify the resources needed to carry out each task of their practice project, and begin to develop a budget for the project.

OBJECTIVES

By the end of the session participants will be able to:

1. Identify the types of resources (human resources, materials and supplies, travel, etc.) needed to carry out the tasks of a small project.
2. Begin to identify specific resource needs and begin a budget for the practice projects.

TIME

1 hour, 30 minutes (plus 20 minutes for Optional Step V)

MATERIALS

- Blank flipchart, marking pens, and tape
- Action Plan Worksheets completed in the previous sessions
- Handouts:
  - *Budget Worksheets*
  - *Sample Budget Worksheets*

PREPARATION

1. The budget format presented here is geared toward small-scale projects with a few line items and simple calculations. If some of your participants are working with more complicated projects and budget schemes (and if you are not a "budget person"), you may want to recommend they look for additional guidance from someone with financial management expertise, e.g., a microenterprise development Volunteer.
2. Practice with the budget worksheets until you are comfortable using them. If your participants are accustomed to a different type of form (i.e., different categories and/or format), then feel free to alter these worksheets to make them more suitable to the group.
3. Before you conduct the session, read this entire outline *and* the session outline for **Funding Sources: Looking Inside and Outside the Community**. Decide if you will have time in your PDM agenda to do the **Funding Sources** session. If not, we recommend the optional brainstorming activity at the end of this session.

PROCEDURE

STEP I. RESOURCES SCAVENGER HUNT: INTRODUCTION TO SESSION THEMES

(15 minutes)

A. Open the session by asking participants to divide into their project teams and play a game called Resources Scavenger Hunt. Explain the game as follows:

> "Imagine all the different resources you will need to be able to implement the tasks in your practice project. In the next few minutes, try to locate as many

of these resources as possible at the site outside and around our workshop room. Each time you identify a resource, list it on paper. You must actually be able to *see* the resource to count it on your list. The first team to get 15 resources on their list wins a prize. Whistle and clap your hands when you have the 15 items."

B. Have them play the game until a team wins. Then, call the participants together and have them share items from their lists, starting with the winning team. As the teams share items, write them on flipchart paper, clustering them to correspond with the major categories we will be using on the budget worksheets: (1) human resources, (2) materials and supplies, and (3) travel and other costs. Once the list is fairly complete, write the name of the category at the top of each cluster. Then step back and explain to the group that they have just done the first step of making a budget—identifying the different types of resources needed to carry out project tasks.

Trainer Note: *Although 15 items may seem like a high number of resources to find, you will likely have some people in the room who will see objects around the training area and quickly relate them to one of their project tasks. If you see the teams struggling to find that many items, then call time after about 7 minutes. The team with the most valid items wins.*

This activity is best suited to workshop locations where participants can leave the training room and wander around the larger facility and/or ground. If your training location is more confined, you may want to consider an alternative activity or begin the session by simply asking participants about some of their experiences with writing budgets, estimating costs, identifying sources for materials, and so forth.

STEP II. OVERVIEW OF RESOURCE REQUIREMENTS

(15 minutes)

Use the points below in an interactive lecture to describe the different types of resources to consider in planning and budgeting. During the discussion, draw as much as possible from participants' actual experiences in their communities. For each of the three categories, ask participants where they would go for current and accurate price information, emphasizing the need to involve the community in the budget work.

A. Human Resources and Labor

To determine labor needs, examine each task you have delineated, and try to imagine how that activity will be performed. Ask:

- Who is going to do it?
- What skills or knowledge to do they need?

In trying to determine whether someone is available locally, remember the assets map we created earlier. In your community, who has the skills or knowledge? Or, who has the connections in the larger region or nationally to get the needed skilled persons? Are there ways to acquire outside help without cost by going through certain channels? If your community has not done an assets map, it would be a valuable activity to do as you begin working on designing a project.

If the skills are not available locally, consider the notion of providing training to local people as a part of the project, especially if the skills are needed for sustainability.

Trainer Note: *Take some examples of human resources required for specific tasks from the participants. As necessary, encourage participants to be sure that the Volunteer and/or Counterpart are not the only names associated with a task (rather, who in the community can be assisting and learning).*

B. Equipment, Materials, and Supplies

For each task, identify any equipment, materials, and supplies that will be required. Equipment items such as slide projectors, well drills, and jigsaws might be bought, rented, or borrowed. Supplies are consumables, such as pencils, paper, cooking oil, or gas. Materials are also consumable, except that the time frame for their consumption is much longer. Examples include building materials, books, fencing, thermometers, and so forth. Materials and supplies may need to be purchased or they could possibly be obtained through donations from local business, other institutions, or individuals. Check to make sure your project really needs all the items you have listed in this category. Sometimes we forget some of the essentials and include items that are nice but not necessary.

Trainer Note: *Take some examples from the group. As appropriate, explore options for obtaining equipment in the most economical or practical ways. Discuss in-kind donations and other economical ways to obtain needed materials.*

C. Transportation and Other Costs

There almost always are transportation needs in projects. These are often forgotten when developing a budget. Equipment or materials may need to be transported. Members of the group may need to make trips to attend meetings, visit a similar project, or go to the bank. Others, such as skilled laborers, extension agents, or experts, may need to visit your project site to provide advice, and so on. Transportation costs may be high; it is important to consider them.

Besides transportation, there may be other costs that do not fit into the first two categories (human resources and equipment/materials/supplies) of the budget worksheets. For example, you might need to rent a room to conduct a workshop, or pay for participants' lodging at a conference center. These types of expenses may be placed under Transportation and Other Costs.

Trainer Note: *Again, ask the group for examples of costs that might fit into this category. Suggest they look at their evaluation activities and determine what costs might be incurred that should be projected in this budget category.*

STEP III. IDENTIFYING THE RESOURCE NEEDS FOR PRACTICE PROJECTS

(30 minutes)

Ask the project teams to turn back to the action plan and list of tasks they started in the earlier session. Now have them go through each of their tasks, identify the resources needed for each one, and write them in the appropriate column of the worksheet. Give them about 20 minutes to work.

STEP IV. ENTERING DATA ONTO THE BUDGET WORKSHEETS

(30 minutes)

A. Distribute the budgeting worksheets and review each. Using costs items from the sample worksheets or from the participants' practice projects, illustrate how to make the calculations. When you review the budget summary sheet, be sure to explain what the different columns represent. One column lists the resources the community (or primary project group) will contribute. A second column represents what a partnering organization or group will contribute (i.e., for those projects in which two groups are collaborating closely.) The final column show what resources will be solicited from sources outside the community (for example, grant funds from a donor organization).

Trainer Note: *It's important that everyone involved in a community project—Volunteers, Counterparts, community members, local and regional institutions—value the contributions that the community is making toward the project. Oftentimes, we portray the community's contribution in general terms—"they'll supply the labor" or "they'll gather locally available materials such as sand and clay." A better* *approach is to estimate the actual cost of all of the resources needed, that is, what would it cost if we had to pay for it? Then, you know the total real cost more definitively, and show pride at just how much the community can off-set those real costs and reduce the need to seek outside funds. If the participants' communities are likely to need some funding from the outside, then they will be more successful in securing those funds if they can clearly show contributions from within the community.*

If you are planning to conduct the session, ***Funding Sources: Looking Inside and Outside the Community****, you may want to discuss this subject in greater depth at that point in the workshop. If you are not planning to do that session, then consider doing the optional brainstorming activity at the end of this session.*

B. Have the participants begin to develop the worksheets by transferring the task information from their Action Plan Worksheets over to the budget worksheets and proceeding on to estimate costs. Circulate and assist the teams as needed. Give them as much time as possible, leaving a few minutes at the end of the session to review and discuss questions that occur.

OPTIONAL ACTIVITY: BRAINSTORMING WAYS TO FIND RESOURCES *INSIDE* THE COMMUNITY

(20 minutes)

Ask participants to take three minutes to individually write down fund-raising ideas they have either done or seen others do in their communities. Ask participants to contribute one idea, circling around the room until everyone has contributed. Have someone write these on flipchart as they are shared. Keep going around the room until you have exhausted all of the ideas. Then ask the group if anyone has ideas they have never seen tried but think might work. Write these down in a different color marker. Ask participants to consider the entire list and then reflect on the following questions:

1. What are the advantages and disadvantages of a community earning its own project funds?
2. What kinds of skills and abilities do these fund-raising methods call for? Where can we find these?

Close the session by asking each project team (Volunteer and Counterpart) to make a note of one or two new ideas they want to try with their community.

Trainer Note: *When talking about fund-raising, it is important to clarify that we are referring to fund-raising activities conducted by the community to benefit their projects. Peace Corps prohibits Volunteers from participating in fund-raising activities that would result in personal gain for themselves.*

The chances are good that every participant in the room has participated in several fund-raising activities. By pooling their experiences, each person will walk away with a long list of creative ideas to try with his or her community. This type of brainstorm also has the effect of making people feel empowered in the sense of "we can do it!" Here are a few examples taken from a PDM workshop in Romania:

Local Fund-Raising Ideas:

- *Donation boxes in public places*
- *Collect and recyle materials for cash or other resources*
- *Fairs and expositions (charge for displays, sell food, charge admission)*
- *Write and distribute solicitation letter with inspirational story*
- *Make small craft items and sell them and/or distribute to potential sponsors.*
- *Swap in-kind gifts with other NGOs*
- *Talent show, "nontalent" show, concert, dance (charge admission fee and sell food)*
- *Sports competitions (charge admission fee and sell food)*
- *Outdoor movie (charge admission fee and sell food)*
- *Car wash, raffles, local postcards*

BUDGET WORKSHEET 1

Project Name: ____________________________________

Tasks (from Action Plan)	**Human Resources/Labor Needed** (Trainers, teachers,technicians, construction workers, drivers, etc.)	**Cost**			
		Number of people X	**Number of days** X	**Wage/day or job** =	**Subtotal**

BUDGET WORKSHEET 2

Project Name: ______________________________

Tasks (from Action Plan)	**Materials/Supplies/ Equipment**	**Transportation/ Other Cost Items**	**Cost**		
			Unit Cost X	**No. Needed =**	**Subtotal**
				Subtotal This Page:	

BUDGET SUMMARY WORKSHEET

Project Name: ____

Budget Category	Total Cost by Category	Amount Provided by Community or Project Group	Amount Provided by Project Partner(s)	Amount Need from Outside Community
Project Totals:				

SAMPLE BUDGET WORKSHEET 1

Project Name: ______________________________

Tasks (from Action Plan)	Human Resources/Labor Needed (Trainers, teachers,technicians, construction workers, drivers, etc.)	Cost			
		Number of people	X Number of days	X Wage/day or job	= Subtotal
1. Conduct Environmental Awareness (EA) Camp – 40 youth	Park EA Leaders (staff time donated by park)*	2	3 (prep day + 2-day camp)	20.00	(120.00)*
	Local participating teachers (teachers' time donated by school)	3	3 (prep day + 2-day camp)	20.00	(180.00)*
	Park Administrative Assistant (staff time donated by park)	1	2 days (equivalent)	15.00	(30.00)
	Local traditional forest users	3	1 day (equivalent)	10.00	30.00
				Subtotal for Task 1	***30.00/ (330.00)***
2. Plan and implement conservation project at school—	Participating teachers (teachers' time donated by school)	2	2 days (equivalent)	20.00	(80.00)
Plant live tree border to prevent erosion at edge of play field	Park staff to help plan and advise on project (staff time donated by park)	1	1.5 days (equivalent)	20.00	(30.00)
				Subtotal for Task 2	***(110.00)***
Etc.					
				Subtotal This Page **Person-time donated**	**30.00** **(440.00)**

* ( ) = donated time

SESSION PLAN

SESSION 13

PROPOSAL WRITING AND OPTIONAL PROJECT PRESENTATIONS

RATIONALE

When developing small, low- or no-cost community projects, the emphasis should be on identifying and mobilizing a community's internal capacities and resources first before looking for outside help. That does not suggest that all the resources necessary for the successful completion of a project are always to be found within the community. At times, external resources are necessary. A project proposal can help identify and mobilize additional internal resources as well as appropriate external resources.

This session teaches participants to organize a proposal based on the work they have done in designing their project during the workshop. It also explores the value in having a proposal in writing, even if not seeking outside funding. In the optional activity at the end of the session, project teams present their projects to their colleagues in an effort to share innovative design ideas and solicit constructive feedback.

OBJECTIVES

By the end of the session participants will be able to:

1. Describe the functions and uses of a project proposal.
2. Identify information that should be included in a proposal and describe the process for transposing a project plan into a basic proposal.
3. (Optional) Synthesize and present the key components of the practice project to peers for the purpose of sharing design ideas and soliciting feedback.

TIME

45 minutes, plus additional time for optional project presentations (see Step III)

MATERIALS

- Project plans the participants have developed in the workshop.
- Handouts:
  - *Parts of a Proposal*
  - *Guide To Writing Capacity-Oriented Proposals* handout (other proposal requirements if applicable)

PREPARATION

1. Consider introducing and/or providing different proposal formats required by typical funding sources for the participants, if appropriate.
2. Decide if you are going to have participants make project presentations (Step III). If the teams have not had much opportunity to observe their colleagues' work during the course of the workshop, then they might welcome the presentations as an opportunity for cross-fertilization. The presentations also provide participants a chance to practice important communication skills, such as synthesizing information, speaking with clarity, and selling ideas. If you decide to have the presentations, allow approximately 12-15 minutes for each team. If your group is large, consider dividing it into two subgroups and running concurrent presentations in two breakout rooms. Another idea would be to group teams by technical sector or project type.

PROCEDURE

STEP I. ESTABLISHING RATIONALE FOR PROPOSAL DEVELOPMENT

(10 minutes)

Open the session by asking the group "What are project proposals used for?" Write their answers on the flipchart paper. Considering their responses, discuss, clarify and add, if necessary, the following functions and uses of project proposals:

- to explain the logic and thinking behind a planned community project;

- as a tool for planning and evaluation;
- to identify and communicate to others the resources necessary for the completion of a project;
- to communicate to and recruit potential project partners/stakeholders to participate in your project.

STEP II OVERVIEW OF BASIC PROPOSAL COMPONENTS

(35 minutes)

A. Distribute the handout, *Parts of a Proposal*. Review each of the sections and relate them to the planning steps that participants have worked through in the workshop.

Trainer Note: *You can help to demystify the art of proposal writing by showing participants how their project plans are almost a proposal at this point in the planning process. The project teams actually have all the pieces of the proposal and they need only to add enough text to connect the sections and make the description flow or read well.*

B. Explore participants' experiences with proposal writing by asking: "Who has developed a proposal for a project? How did the information required for the proposal compare to the format we are reviewing here? What other types of information did you need to provide?" Explain that different organizations that offer support to development projects will have their own specific application forms which solicit information they have decided is important for them. However, generally speaking, most project proposal forms will have these elements in common.

Trainer Note: *If there are specific formats used by organizations that participants will be contacting, you might prepare copies or even a booklet of information with the forms. Unless the information applies to everyone in the workshop, this may be simply handed out or an optional discussion may be held for those interested.*

C. Ask the group, "Who should be involved in writing the project proposal?" Record responses on flipchart and discuss them. Emphasize, and add, if necessary:

- Proposal writing should be a team effort; Volunteers should not write project proposals independent of their community and Counterparts.
- A project planning committee can work as a team to develop a proposal.

- Where the required proposal language is an obstacle, initial proposal work can be done by participants in local language and then translated, as necessary.

D. Close this part of the session by inviting participants to read and reflect on the short handout, *Guide To Writing Capacity-Oriented Proposals*. Answer any questions they may have about the key points in the handout and suggest they use it as a guide when they return to their communities and begin applying their planning skills.

STEP III. OPTIONAL PROJECT PRESENTATIONS

(45 minutes for preparation; 12-15 minutes for each presentation and feedback)

Trainer Note: *Please read the points under the Preparation section of this outline to help you decide if project presentations are a good idea.*

A. Introduce the project presentations and explain the rationale (to practice communicating clearly and concisely about the project; to practice selling the project idea to others; to share design ideas with peers in this group; to get feedback from peers, including constructive suggestions for how to improve the project).

B. Give the following guidelines for participants to follow:

1. With your project partner, prepare an 8 to 10 minute presentation of your practice project. Use the proposal format to help you organize your information, but be mindful of the time limits. Your goal is to give us a clear picture of what your project is and why it is worthwhile to undertake.
2. Both members of the team should participate in the actual presentation (it models collaboration.)
3. Provide some visual reference or outline to help the group follow you. Use whatever materials or props you wish from around the room (flipchart paper, markers, transparencies, etc.)
4. At the end of your presentation, ask your colleagues for feedback and suggestions.

Trainer Note: *These guidelines do not prescribe the exact format for the presentations. Rather, decisions about how to organize the briefing are left to the individual teams. Make sure the participants are clear on the 8 to 10 minute time limit and suggest they resist the temptation to squeeze in all the details. For example, they probably will not have time to present the whole Action Plan.*

C. Give the teams at least 45 minutes to prepare, more time if your schedule allows. Then have the presentations, each one followed by a round of questions and feedback.

D. Ask participants to reflect on these questions:

   1. How did it feel to present your project? Did you feel confident and knowledgeable? Why or why not?
   2. If you were going to meet a real donor, what would you do differently? Why?
   3. What suggestions do you have for making the presentations clearer? More convincing?
   4. Do you think members of your community could present the proposal? What would the benefits be, if they did the presentation? How might you assist them in preparing for presentations?
   5. What were your overall impressions of the proposed projects? What were some elements that many projects had in common? What are some examples of unique ideas?

PARTS OF A PROPOSAL FOR A COMMUNITY PROJECT

1 INTRODUCTION/SUMMARY

This introduction should be a brief cover page that includes:

- Contact name, contact phone number and address, community group name, date
- Title of the project
- Purpose of your organization (50 words for less; who you are and why you are the best group to do this project)
- Concise description of your project, including your vision (also 50 words or less; should appeal to the emotions)
- A clear statement of what you are requesting from the donor.
- A statement about the community's investment in the project.

Where to find the information in your plan:

Summary statements drawn from vision, strategy, assets, and goal sections of the Project Design; summary figures from the Budget Worksheet.

2 BACKGROUND INFORMATION/PROJECT DESCRIPTION
(BIG PICTURE; WHAT? AND WHY?)

Describes the community's situation and offers the vision of where the community wants to be in relation to the proposed project. Clarifies why the project is important and how it will build on and enhance existing community assets. Describes the major project strategy or approach and, if appropriate, reasons why this strategy was selected over others.

Where to find the information in your plan:

Community vision, assets, and strategy sections in the Project Design.

3 GOALS AND OBJECTIVES (WHAT?)

These goals and objectives are literally, the long-term and short-term results you want to achieve.

Where to find the information in your plan:

Goals and objectives as written and edited in the Project Design.

4 METHODS/ACTIVITIES/PROCEDURES (HOW? WHO? WHEN? WHERE?)

This section includes detailed information on how you will implement the project

Where to find the information in your plan:

Strategies from Project Design; tasks, roles, resources and timeline from the Action Plan.

5 MONITORING AND EVALUATION PLAN
(HOW WE WILL KNOW HOW WE ARE DOING?)

This section highlights the monitoring steps and evaluation procedures that are built into plan.

Where to find the information in your plan:

Signs of success in the Project Design; the Monitoring and Evaluation Plan Worksheets.

6 SUSTAINABILITY (HOW WILL THE PROJECT OR ITS PRODUCT CONTINUE?)

Sustainability describes how the project or its product will continue (e.g., who will be involved, trained to maintain what was purchased, built) once the initial funding runs out. Discusses how the project will provide continuing benefits and why it is a good investment for potential funders and for the community itself.

Where to find the information in your plan:

References to sustainability in the strategy, signs of success, and feasibility test sections of the Project Design (i.e., the lasting impacts you hope the project will have; capacity-building elements of the design, etc.); also the budget (key project resources that the community will continue to contribute after initial project implementation).

7 RESOURCES (WHAT WE HAVE; WHAT WE NEED, AND WHY)

This lists what labor, supplies, funding are available locally and how they will be obtained. If other materials, expertise, or funding are necessary, what amount and why they are not available locally.

Where to find the information in your plan:

Budget, including estimated costs of in-kind contributions from the community.

8 OTHER INFORMATION

Other information is often included as attachments to the main body of the proposal. Examples include:

- A description of how your group is structured. Groups that come together to for a charitable purpose and have five or more people and some type of governing body are more likely to get funded.
- A list of the board of directors or those responsible for your organization.
- A letter from the board chairman or volunteer leader of your group that approves your application for funding.
- Letters from groups that are working together with you on the project, specifically how you will work together.

GUIDE TO WRITING CAPACITY-ORIENTED PROPOSALS

Capacity-based project proposals...

1. **Clearly identify the skills, abilities, capacities and assets which local residents will contribute to the proposal. How will local residents' capacities be used to address the issues identified? Have you developed an inventory of the capacities and skills of the local residents to help guide this process?** Express how you will discover and use the gifts and abilities of those people in your community who have been marginalized and overlooked because of labels such as disadvantaged, uneducated, unemployed, underclass, elderly, developmentally disabled, ex-offender, physically disabled, mentally disabled, mentally ill, etc.

2. **Clearly identify the capacities of your community's citizens associations and indicate how they will be involved in both governance and problem-solving in your proposal.** Donors are interested in the involvement of groups such as church groups, organizations of the elderly, organizations of men and women, ethnic associations, health groups, self-help groups, outdoor organizations, school groups, political organizations, youth groups, etc.

3. **Indicate how the proposal will mobilize, utilize, enhance or expand these local capacities.** How will local citizens and groups be stronger at the end of the proposal? How will they be better able to develop local assets?

4. **Contribute to building the local economy, for example, employing community residents, enhancing local purchasing, capturing public budgets for local use, etc.**

5. **Show evidence of significant investments and resources and time by local residents and organizations before the funding is initiated.** Donors are particularly interested in projects which local residents design, carry out, and control themselves.

SESSION PLAN

SESSION 14

FUNDING SOURCES: LOOKING INSIDE AND OUTSIDE THE COMMUNITY

RATIONALE

As noted in the earlier session on community assets and deficits, an assets-based development approach promotes the idea of starting with what people have and can do, not with what is missing. That aim not only helps us frame our proposed community projects, but should also guide our funding efforts. In a strength-based development approach, we want to value, mobilize and use *local resources first* before looking for outside support. Initial funding questions to address with community planners include: what human, material, and monetary resources can the community contribute to this project? How can we use our skills and energy to raise some of the monetary funds needed or generate in-kind materials and services for the project? How can we build our own capacity to generate funds and make our project work more sustainable? Once these questions are answered, there may still be a legitimate need for outside funding assistance, and Volunteers and Counterparts can be helpful by connecting their communities with appropriate funding sources.

The focus of this session, then, is on expanding participants' ideas of how needed resources might be solicited or earned *within* the community. An optional part of the session is to look at outside funding sources, including the Small Project Assistance fund, as necessary and appropriate to the country and participants.

OBJECTIVES

By the end of the session participants will be able to:

1. Identify multiple ways to build and use local resources for funding community-based projects.
2. (Optional) Explore sources of outside funding.

TIME

1 hour to 1 hour, 30 minutes, depending on options chosen

MATERIALS

- Table tents for panelists' names.
- Handouts as suggested by panelists or funding organizations.

PREPARATION

1. The preparation for this session depends on the funding focus for your particular PDM workshop. If the workshop goal is finding local funding and other resources to carry out projects, then it may be possible to develop a panel from the participants themselves. Ask participants to identify their expertise in this area by signing up on a flipchart on the first day of the workshop. This will give you an idea of the diversity and degree of experience among participants. Also, consider inviting other Volunteers and/or host country nationals with particular success in local resource development, such as fund-raising activities (bazaars, plays or concerts, raffles, sporting events, fees), in-kind materials or services acquisition (work 'unions', matching funds, donations of expertise or funds, loans), and so on. If, on the other hand, outside funding (proposal writing, solicitation letters, etc.) is the primary focus, then you and the workshop sponsors may need to put significant effort into finding resource people to form a panel for discussing funding sources and explaining different proposal formats and procedures.
2. When organizing a panel, be sure to brief the panelists beforehand. Clarify the topics you want them to address and the amount of time they have for their brief presentations. Try to limit the size of the panel to four or five people. With more than five people, you run the risk of having too much talk from the panelists and not enough exchange between the panel and the participants.

PROCEDURE

STEP I. INTRODUCTION TO SESSION THEMES

(5 minutes)

Introduce the session by reiterating the objectives and the priority focus of local or outside funding.

STEP II. LOCAL RESOURCE PANEL AND POST-PANEL DISCUSSION

(55 minutes)

A. Introduce the panel and explain the format. Have each panelist speak for about 5 to 7 minutes on the topic for which they were selected, for a total of 35 minutes, maximum. Then take questions from the participants.

Trainer Note: *It is important to have variety among the panel members, both in terms of funding experience and degree of success. Brief the panelists ahead of time to ensure that each person shares something new and expands or enhances the topic.*

B. Thank and excuse the members of the panel. Have a short plenary discussion using the following questions:

1. Did the panel presentations spark new ideas you had not considered? What are some examples?
2. What are the advantages to the community group finding ways to locate or earn their own resources rather than seeking outside assistance?
3. Would a panel like the one we had be a useful learning experience for your community group when they are designing their project? Why or why not?

STEP III. OUTSIDE FUNDING – OPTIONAL ACTIVITIES

(30–45 minutes)

Trainer Note: *In the context of these activities, the term funding sources refers to not only donors of monetary funding, but also organizations and agencies that offer other types of contributions. For example, a computer company may contribute several computer units to a secondary school.*

OPTION A: INFORMATION POOLING

(30 minutes)

Have Volunteers and Counterparts meet by agency or organization groups, that is, all of those working for the Ministry of Social Development meet in one group, all of those working for such-and-such nongovernmental organization meet together, and so on. Have each group develop a list on a flipchart of funding sources they know about and/or have access to. Have the groups share their lists with each other and discuss them.

OPTION B: PANEL DISCUSSION

(45 minutes)

Provide a panel of representatives from funding sources, or persons knowledgeable about outside funding sources. Introduce and moderate the panel. Make available supplemental materials, such as requirements for funding and proposal formats for each funding source, a list of names and addresses of funding sources, and so on.

Trainer Note: *Potential panelists for an outside funding focus might include a SPA fund coordinator, a development officer from a private voluntary organization, a local business executive, or a representative from one or more of the following: an Embassy, a United Nations organization, a development donor, or a local foundation.*

STEP IV. SUMMARY DISCUSSION ON FUNDING/ RESOURCE DEVELOPMENT

(15 minutes)

Bring closure to the session by asking participants to consider the following:

1. What are the benefits to the community of different types of funding? What are the drawbacks? (For example, a member of the community might not be able to access certain outside funds.)
2. There often are issues around funds and money. What ideas do you have for making sure any project funds are being used correctly and that the community is aware of that? (Ideas might include having more than one person responsible for the funds, bank accounts that require two signatures, periodic reporting on how funds are being spent, a large wall chart that shows how funds are spent, and so on.)
3. In what ways can you ensure that the community itself is learning about this aspect of project design and management? (How can individuals be involved?)
4. What are some key points about resource development or fund-raising you want to take back to your community?

SESSION PLAN

SESSION 15
NEXT STEPS: TAKING IT HOME TO THE COMMUNITY

RATIONALE

As with all intensive skill-building workshops, participants need an opportunity to think practically about how they will apply what they have learned in the workshop to their real situations back home. At this point in the training, the burning question becomes: Where do we start? By planning *next steps*, participants help themselves successfully bridge from the relative safety and support of the workshop setting to the more ambiguous and complex landscape of their communities. The application plan also promotes further strengthening of the partnership between Volunteer and Counterpart by asking them to share and clarify expectations they have of one another as they move in tandem toward home.

In addition to next steps planning, this session also focuses on network building, encouraging participants to look at the skills and assets available among *all* participants in the group and to begin thinking of ways to offer and receive support from one another.

OBJECTIVES

By the end of the session participants will be able to:

1. In project teams, identify and agree on specific tasks or steps to take in order to apply new planning skills and knowledge to the community back home.
2. Reinforce and further develop the network or support that each participant has been building throughout the workshop.

TIME

1 hour, 15 minutes

MATERIALS

- Project Plans completed by teams during the workshop
- Handouts:
    - *Next Steps Plan*
    - *Network Contract*

PREPARATION

Read over the *Next Steps Plan* and *Network Contract*, and amend them as appropriate to suit the needs of your group. For your information, we have purposefully avoided using the term *action plan* in this session outline because participants may confuse it with the action planning components (tasks, roles, and timeline) of their practice project.

PROCEDURE

STEP I. INTRODUCING NEXT STEPS PLAN

(5 minutes)

Open the session by asking participants to imagine they are now back home in their communities and eager to begin applying the planning skills they have acquired or enhanced during this workshop. Ask three to four people to share their ideas about the first steps or actions related to project planning that they want to take once they are back in their respective communities. Use their remarks along with the points in the rationale to introduce *next steps* plan. Refer the group once again to the graphic diagram of the ***Community Development Project Cycle*** (posted on the wall) and suggest they use it as a rough way of locating where and how to get started applying their planning tools and ideas.

STEP II. NEXT STEPS PLAN IN VOLUNTEER-COUNTERPART TEAMS

(20-30 minutes)

A. Review the Next Steps worksheet with the group, clarifying the task instructions as needed. Have Volunteers and Counterparts pair together to share expectations and reach agreement on key actions they want to implement in the first few months back at site.

B. Once the teams have finished the plans, have them share with the larger group any insights or concerns they have about getting started with their communities.

Trainer Note: *If you sense that some participants feel over-whelmed with the notion of introducing a participatory planning process in their communities, encourage them to take small steps first until they and the community gain more confidence.*

STEP III. FORMING A PDM NETWORK

(20-30 minutes)

A. Explain the notion of a PDM network to the group, emphasizing the wealth of assets represented in the group and the diverse ways in which participants may support one another's efforts as planning facilitators. Ask the group to offer some quick examples of support they would like to receive from or offer to certain of their colleagues.

Trainer Note: *Examples of support might include providing contacts, sharing resource materials, collaborating on a community exchange or field trip, offering monitoring and evaluation or budgeting expertise, reviewing project plans, and so on.*

B. Have participants use the next 20–30 minutes to select and meet with several colleagues who will act as a support network for them over the next few months or the year. Ask participants to discuss with their network partners specific ways in which they think they could communicate and assist each other and then to write these ideas down as an informal contract on the worksheet provided.

Trainer Note: *This exercise should involve not just Volunteers and Counterparts, but all workshop participants, including any Peace Corps staff and NGO leaders who are in attendance.*

During the networking time, the Volunteer-Counterpart teams need not feel constrained to stay together in pairs. The idea is for people to feel free to wander around the room approaching a few people for future support. They may want to form small clusters for some of these conversations or meet individually.

STEP IV. CLOSING ACTIVITY—RECIPES FOR SUCCESS

(15 minutes)

Close the activity by asking participants to reflect on all they have learned about the planning process and to consider their sense of readiness to go back home and get started on or continue their planning work with their communities. Ask them to create a simple *recipe for success* that playfully or poignantly describes what they want to do back home. Give participants a few minutes to compose their recipes, then ask two to three participants to share theirs with the large group. (Do not force people to share against their will.)

Trainer Note: *Give participants room to create whatever style recipe they want and to use however much poetic license they wish! Most people can relate to the cooking metaphor even if they don't do much cooking in real life. Here is an example:*

RECIPE FOR COMMUNITY BREAD

Sift together in a beautiful and strong community bowl:

2 cups of highly motivated people

1 cup each of local institutions (church, business, social club)

1 packet of technical expertise

Slowly add to the dry mixture:

1-2 extra-large committed community leaders

Several locally grown project ideas (chopped small enough to be manageable)

1-2 cups of rich cultural traditions

1 heaping tablespoon each of luck, tenacity, patience, and creativity (add more as desired)

Fold in fun until the mixture is firm and no longer sticky.

Knead the mixture with loving hands and allow it to rise and grow. Bake at 360 degrees of respect. Remove from oven and admire while it cools a bit, then enjoy!

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NEXT STEPS PLAN

1. Based on the work you and partner (Counterpart/Volunteer) have accomplished in the PDM workshop and what you know about your community's situation, identify and list the initial actions or tasks you want to do when you return home.
2. Once you have listed the tasks, write down the assumptions you are making that these tasks can be completed.
3. Discuss and list the expectations you have of your partner during the next few months.

Tasks to be completed:	**Assumptions:**
By the end of 1 month—	
Within 3 months—	
By the end of 6 months—	

Expectations I have of my Counterpart/Volunteer:

NETWORK CONTRACT

FOR ______________________________ (you)

WITH YOUR NETWORK PARTNERS:

Name	Best way to contact

COMMITMENTS TO PROVIDE SUPPORT:

Who	Issue/Type of Support	When

Signatures: ______________________________

____

Date: ____________________

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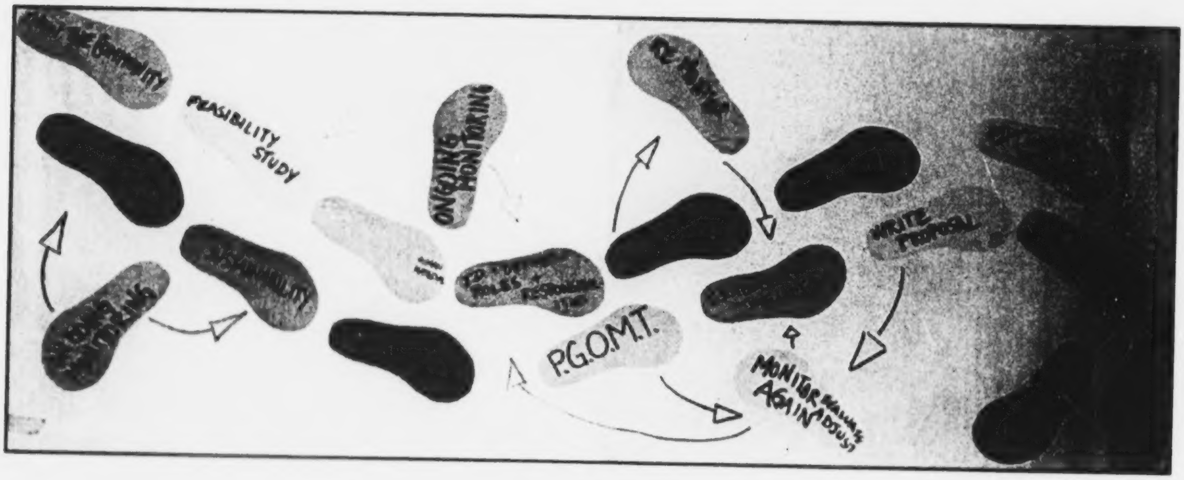
APPENDICES


FEASIBILITY STUDY
ONGOING MONITORING
P.G.O.M.T.
WRITE PROPOSAL
MONITOR AGAIN

BEST COPY AVAILABLE

APPENDIX A: SAMPLE COMMUNITY PROJECT DESIGNS

PANADERIA "LA FLOR"

Background information: We are a women's cooperative in the town of Las Flores. We started out as a women's club, doing small projects in and around the community to benefit our families, especially our children. After a couple of years, we decided to formalize our organization and become a legitimate cooperative. As such, we have officers, committees, by-laws, and other components of a cooperative structure. We currently have a membership of 75 women and a small but stable revolving fund for projects and miscellaneous activities. We have had some successes and a few failures with the projects we have undertaken in the past few years. On the whole, we are a motivated group with much concern about our community's welfare in these times of economic instability.

OUR VISION

In our vision, we want to enhance our community's self-reliance so that we don't have to depend on so many imported items and so we have more income to buy the products we can't produce. In other words, rather than buying all of our staples and other necessities from outside vendors, we want to produce them ourselves *and* supply others in the community. We also want to create opportunities for our younger members to earn an income and contribute to their higher education.

OUR ASSETS

(Include relevant civic organizations, NGOs, government services, businesses, and individuals.)

- ☑ Strong women's co-op with some prior successful business experience. Results of a capacity inventory show that two of the co-op founders have fairly strong planning and management skills; a few other members sell some items from their homes and have some basic business skills; most of the members have skills in cooking and baking; some know crochet, and basic sewing.
- ☑ Several of the co-op members, including the younger women, are interested and motivated to get involved in projects.
- ☑ The co-op has one medium-size bread oven.
- ☑ One co-op member has a sister in the capital with a successful bakery business, and she is willing to train co-op members in medium-scale bread making.
- ☑ Two of the co-op officers own sewing machines they use to produce articles for home use and limited sale.
- ☑ Agricultural co-op with members (men) are historically supportive of women's co-op. Agricultural co-op has safe storage areas for bulk items like rice, flour, sugar, etc.
- ☑ Community is compact and transportation by foot, bicycle, and cart is relatively easy.
- ☑ The market is held twice weekly and draws in lots of people from surrounding villages. Co-op has sold products here in the past.
- ☑ Peace Corps Volunteer has small business planning skills.
- ☑ Co-op has small fund to offset start-up costs for a modest-sized project.
- ☑ A regional NGO offers loans to women to fund micro enterprises.
- ☑ A nearby factory has approximately 150 workers—potential customers.

STRATEGIES/OPPORTUNITIES

- ☑ The co-op members have done capacity inventories and identify cooking and baking as strong skills.
- ☑ Women enjoy the camaraderie of the co-op and like doing joint projects. Men perceive baking as a traditional role for women and probably would not feel threatened by this type of project.

☑ Some of the younger co-op members are energetic and want to get involved in a more substantial project than they previously have involved themselves.

☑ Two co-op officers have proposed a clothing production project. They both have sewing machines they are willing to rent to the co-op for use in a project. Not many other women are interested in sewing as a joint enterprise, plus vendors are bringing in more and more clothing items at very low cost. Several women have expressed doubts about producing garments that would really sell. Might take a long time to get skills developed to the degree required.

☑ Bread and other baked goods—considered staple foods—are popular in the local diet. At current time, community has no bakery business (burned down three years ago); some people make bread irregularly at home, others buy baked goods at considerable mark-up from outside vendors.

☑ Co-op has done an initial feasibility study of a bakery project and the community seems very interested.

☑ Can apply to a local NGO for small loan to cover a portion of the costs of materials to build second oven and production area.

BEST STRATEGIES

A bakery project. It gives women an opportunity to work together and provides steady work. People want fresh bread every day or every other day. Co-op is well positioned to sell bakery goods at the local market, to the nearby factory, and even sell door-to-door. Young women are more interested in the bakery idea than sewing. Potential for spin-off projects so that the participating co-op members could make extra family income apart from the bakery project.

GOALS, OBJECTIVES, SIGNS OF SUCCESS

COMMUNITY PROJECT GOAL:

By the end of one year, the La Flor Women's Cooperative will establish and operate a medium-scale bakery business to provide bread and baked goods to the local community, sustaining a profit margin of 20% and increasing household income for 12 younger women members and their families.

OBJECTIVE	SIGNS OF SUCCESS
Objective 1: By XX month, co-op members will acquire materials and build a second bread oven and production area suitable for medium-scale bread production.	• Two stoves installed adequate to handle average one-week production volume. • Kitchen area adequate in layout and size to comfortably accommodate bakers.
Objective 2: By XX month, co-op members will complete and implement a bakery venture, to include establishing a bakery management committee, developing a business plan for production, marketing and financial management, staffing and training 12 younger members as bakers.	• Existence of a business plan that lays out production and marketing goals for the venture. • Bakery management committee successfully managing the operations and finances of the venture. • Committee addresses problems in a timely way and provides information to all members. • Bookkeeping and accounting practices are transparent and accountable to all co-op members. • Women are acquiring skills in baking. • Both committee members and bakery staff expand their business skills and confidence in small business management.
Objective 3: By the end of one year, 12 co-op members will generate income for their families from the production and sale of bread and baked goods in the community.	• Bakery has increased its production yield. • Bakery has increased volume of goods sold. • Bakery is diversifying production, and special orders are being filled for individuals, community groups, and local businesses. • Number of special orders is increasing. • Household income is increasing. • Sales are sufficient to sustain a 20% profit over costs.

FEASIBILITY TEST

1. **What, beyond your direct control, could cause this project to fail?**

   A. The price of grain/flour could increase dramatically due to unexpected drought or other unusual weather condition.

   B. Some people in the agricultural co-op and/or general community could get jealous if the project becomes very successful.

   C. Women could feel pressured by influential people (local government or religious officials, etc.) to give or sell the bread products at reduced prices.

   D. Co-op officers could mismanage funds and profits from the project.

2. **How can you (the community) improve the likelihood that the project will succeed?**

   A. We should look at grain storage options/cost in case of short-term shortages. (Flour market does not seem any more volatile than other staple grains, e.g., maize, sugar, etc.) We could ask the agricultural co-op to give/lease us space in their grain storage areas to store bulk flour safely.

   B. Relations between the agricultural co-op and women's co-op have been good over the years. Many of the members represent the same families and, as such, it is in everyone's interest to have the bakery project succeed. Still, we may have to look at ways to "help" the agricultural co-op get involved in a successful venture of its own. We will also need to pay attention to the reactions in the community and look for ways to continue to maintain an image of a caring and capable women's organization that puts the interests of the community-at-large first. If the bakery project becomes very successful, we should guard against losing our sense of civic responsibility.

   C. Our business plan will need to consider the norms for occasional "donations" of bakery products to the church or other local institutions, and specify guidelines accordingly.

   D. Co-op has good track record on bookkeeping and accounting for funds. A careful business plan and clear checks and balances by project management committee will encourage monitoring and transparency.

3. **All things considered, do the benefits justify the cost?**

   A new business venture like this one always carries some risk. However, we have conducted a preliminary product study and we think the community will be receptive to and support the project. The project requires some initial equipment purchase and construction to which the co-op will contribute both monetary funds and labor; the remaining funds will be sought from outside sources. The total cost investment is still relatively modest and the start-up time is short.

4. **Does the community have the capacity to handle and sustain a project of this type and scope? If no, how can we narrow the focus to make it manageable and sustainable?**

   We believe the co-op is ready for a business venture of this type and scope. The co-op has implemented smaller successful projects and now the members want to try something larger in scope. This project has the capacity to build business savvy and confidence in this group of women and provide a real service to the community-at-large. As time goes by, we can modify our product list as necessary to accommodate changes in customer demands and study the feasibility of expanding. If we are able to sustain the 20% profit margin, we should be able to continue running the bakery, including training new bakers as needed.

ACTION PLAN WORKSHEET FOR PROJECT: PANADERIA "LA FLOR"

Objective 1: By XX month, co-op members will acquire materials and build a second bread oven and production area suitable for medium-scale bread production

Tasks: What to Do? *(List in sequence)*	**Roles: Who will do it?** *(Place asterik (*) beside name of person with primary responsibility)*	**Timeline: When will it start and finish?** *(expressed in weeks or months.)*											
		2	4	6	8	10	12	14	16	18	20	22	
Conduct detailed walk-through of proposed production area; list all needed materials, supplies, and equipment and estimate costs; compare list against the original budget.	Co-op business manager*, co-op bakery management committee (BMC), PCV	X											
Mobilize co-op members for collecting local materials (e.g., sand, bamboo, etc.)	BMC*, co-op members and their families		X	X	X								
Apply for/secure loan from the women's co-op revolving fund.	BMC*, co-op business manager, co-op executive committee		X	X									
Contact local contractors and get bids on kitchen construction from at least 3 people.	BMC*, co-op business manager PCV		X	X									
Review bids, select preferred contractor, hold negotiations, draft and sign contract.	BMC*, co-op business manager PCV			X									
Implement and supervise construction.	BMC*, local contractor/workers; executive committee				X	X	X						
Test ovens, stove, refrigerator, and other equipment; make any necessary repairs.	BMC*, PCV							X					
Purchase and stock kitchen with utensils, bakeware, other tools.	BMC*, bakery staff							X					
Stock kitchen with initial dry and wet goods to begin actual production.	BMc*, bakery staff							X	X				

ACTION PLAN WORKSHEET FOR PROJECT: PANADERIA "LA FLOR"

Objective 2: By XX month, co-op members will design/implement bakery venture, including establishment of bakery management committee; development of business plan for production, marketing, financial management; staffing and training of co-op members to work in business.

Tasks: What to Do? *(List in sequence)*	**Roles: Who will do it?** *(Place asterik (*) beside name of person with primary responsibility)*	**Timeline: When will it start and finish?** *(expressed in weeks or months.)* 2	4	6	8	10	12	14	16	18	20	22	
Hold general meeting with co-op members; get nominations for bakery management committee (BMC); select and organize the committee.	Co-op executive committee*, co-op members	X	X										
Design and conduct product study in community; determine initial bread products; calculate production costs; set prices.	Bakery management committee (BMC)*, PCV, selected co-op members		X	X									
Draft business plan for first 9 months of operation, including production schedules, food stocking/restocking, staffing, financial management systems, loan repayment; submit plan to executive committee for approval.	BMC*, co-op business manager, committee, co-op business mgr				X	X	X						
Get applications for bakery staff; interview and select staff.	BMC*, executive committee, candidates for staff positions				X	X							
Train staff in baking skills, food management, production area hygiene & maintenenace, sales.	BMC*, "master baker' (sister of co-op member), PCV, staff						X	X	X				
Set up and test financial management system, including sales intake, record-keeping, in-kind payments to staff, etc.; train staff to use.	BMC*, PCV, co-op business manager, bakery staff						X	X					
Prepare marketing materials for bakery; pilot test and distribute to community.	BMC, bakery staff and families, PCV						X	X					
Plan and hold bakery inauguration; start first bread production.	BMC, bakery staff, co-op members and families, community								X	>	>	>	

ACTION PLAN WORKSHEET FOR PROJECT: PANADERIA "LA FLOR"

Objective 3: By the end of the year, 12 co-op members, including five youth, will generate income for their families by working in the bakery project and spin-off activities (e.g., filling special orders for individuals, groups, or businesses in the community)

Tasks: What to Do? *(List in sequence)*	**Roles: Who will do it?** *(Place asterik (*) beside name of person with primary responsibility)*	**Timeline: When will it start and finish?** *(expressed in weeks or months.)* 26	28	30	32	34	36	38	40	42	44	46	
Conduct brief interviews with customers of the bakery to determine interest in other products/services.	Bakery staff*, BMC	X	X	X									
Hold meeting to identify, select, and plan spin-off activities.	BMC*, bakery staff, PCV			X									
Organize and conduct training in speciality baking (cake design/decorating, pastries, etc.) and catering for the bakery staff.	BMC*, master baker, bakery staff			X	X								
Prepare business plan addendum for managing spin-off activities separately from the general bakery management plan. Get approval from executive committee.	BMC*, PCV, bakery staff, executive committee					X	X						
Prepare/distribute marketing materials announcing spin-off products; make marketing visits to local factory and other potential clients.	Bakery staff*, BMC					X	X	>	>				
Establish production schedule for initial spin-off orders; begin filling orders.	Bakery staff*, BMC						X	>	>	>			
Determine and distribute earnings to staff. equipment; make any necessary repairs.	BMC*, bakery staff							X	>	>	>		

COMMUNITY PROJECT MONITORING CHECKLIST PANADERIA "LA FLOR"

What to Monitor?	Things and Places to Check?	How?	Who Does It?	When?
Acquisition of basic assets (including materials, equipment, and infrastructure)	• Price estimates • Bills of lading • Building plans for kitchen • Progress of construction	• Observation • Review of books and ledgers	• Business Management Committee (BMC) • Project participants	• Daily • Weekly
Management (design of business plan)	• Formation of BMC • Existence of plan • Existence of staffing plan • Production and marketing targets	• Observation • Meetings • Review of plan • Interviews	• Project participants • PCV	• Weekly • Quarterly
Training and education	• Existence of technical training courses • Participation in courses • Skills acquired (bakery, small business management)	• Observation • Training attendance records • Interviews • Number of beneficiaries applying new skills	• BMC • Project participants • PCV	• Monthly • Quarterly
Financial management (budget)	• Books/ledgers • Bank accounts • Compare targets to actual expenses • Reports and information sharing with members	• Observation • Budget review • Books and ledgers	• BMC • Project participants • PVC	• Daily • Weekly • Monthly
Interest and motivation	• Attendance at meetings • Maintenance of work schedules • Quality work performance	• Observation • Minutes of meetings • Interviews • Job reviews	• BMC • Project participants	• Weekly • Monthly
Roles and responsibilities	• New roles and functions assumed • Beneficiary perception of self and of co-op • Emergence of leaders • Participation in meetings • Participatory decision-making	• Observation • Interviews • Testimonies • Information posted within co-op for easy access and communication • Minutes of meetings	• Project participants • PCV	• Quarterly
Capacity to manage human, financial, and material resources	• Production yields • Marketing volume • Special orders generated and filled • Jobs generated and maintained	• Daily logs • Orders filled • Reports	• BMC • Project participants • PCV	• Daily • Weekly • Monthly
Income-generation	• Revenue • Profit margin • Use of income within family	• Books & ledgers • Daily logs • Observation	• BMC • Project participants • PCV	• Monthly • Quarterly • Year-end

COMMUNITY PROJECT EVALUATION PLAN

Key Questions	Quantitative–Qualitative Information	Sources of Information	Methods to Collect Information	Who Participates/When
(What do you want to know?)	(What type of information do you need?)	(Where can you find the information?)	(How will you collect the information?)	(Who will collect and analyze the information? When?)
Were the goals and objectives achieved? (Are women members of co-op able to produce and market bread and other baked goods, manage their business, and generate a profit?)	Both quantitative and qualitative	• BMC • Project participants • PCV • Project reports • Financial reports • Type and variety of products produced	• Group meetings • Interviews • Document review • Volunteer reports	• BMC • Project participants • PCV (Collected twice each year)
How has the group been affected by the project? (What can the women do better now than before? What skills have been transferred to the women? How are they applying these new skills?	Mostly qualitative	• BMC • Project participants • PCV	• Meetings with group leaders • Meetings with group participants • Individual interviews • Observation of production process • Volunteer reports	• BMC • Project participants • PCV • APCD (Collected at end of project)
How has the group changed as a result of the project? (Has the project strengthened the organization, in terms of participatory decisionmaking, strategic planning, management, transparency and accountability?)	Qualitative	• Project participants • PCV • Community members • Information (ex.: minutes of meetings) posted within co-op	• Meetings with group leaders • Meetings with group participants • Individual interviews • Observation • Volunteer reports	• BMC • Project participants • PCV (Collected at end of project0
How has the community been affected by the project? (Were any new linkages made between the co-op and other community organizations?)	Mostly qualitative	• Community leaders and members • Representatives of other community groups • Project participants	• Meetings and/or interviews with community leaders and members • Observation	• Project participants • Community leaders (Collected twice yearly, perhaps around a commonly-held community event)
What existing resources or assets were used by the co-op? What additional resources were mobilized?	Quantitative	• Project participants • Other community members • Books/ledgers	• Document review (financial) • Physical inventory	• BMC • Project participants (Collected at end of project)

(continued on page 158)

COMMUNITY PROJECT EVALUATION PLAN (CONTINUED)

Key Questions	Quantitative–Qualitative Information	Sources of Information	Methods to Collect Information	Who Participates/When
(What do you want to know?)	**(What type of information do you need?)**	**(Where can you find the information?)**	**(How will you collect the information?)**	**(Who will collect and analyze the information? When?)**
Is the project sustainable? (Is income sufficient to cover costs, including salaries of women?)	Both quantitative and qualitative	• BMC • Project participants	• Financial document review • Interviews with project participants • Interviews with community members (clients)	• BMC • Project participants (Collected twice each year and at end of project)
Were there any unanticipated outcomes from the project?	Mostly qualitative	• Project participants • Community members • PCV	• Interviews with project participants • Volunteer reports	• BMC • Project participants • Community members • PCV (Collected at end of project)
What lessons were learned that could be shared with others?	Mostly qualitative	• Project participants • Community members • PCV	• Interviews with project participants • Interviews with community members • Volunteer reports	• BMC • Project participants • PCV (Collected at end of project0

APPENDIX A: SAMPLE COMMUNITY PROJECT DESIGNS (CONT.)

ENVIRONMENTAL AWARENESS OF PHU WUA FOREST SANCTUARY

Background information: We are a joint group of concerned community members composed of staff of the Phu Wua Wildlife Park Sanctuary and leaders in the local educational system. The Phu Wau Sanctuary is a designated national forest park preserve that gives home to a broad diversity of flora and fauna. The forest is part of our economic, environmental, and cultural world and we are concerned about the cutting and poaching practiced by some people who live in and around the sanctuary borders.

OUR VISION

In our vision, we want to be a community that values and actively contributes to the preservation of the local forests, not only for the sake of the wildlife, but for our own long-term prosperity as well. We want our young people to have a solid awareness of these natural resources and view them as critical to the future of the region. In our view of the future, we see our youth engaged in preservation/conservation activities and having a positive influence on their siblings and parents alike.

OUR ASSETS

- ☑ The Park Sanctuary itself—one of this country's most ecologically diverse and beautiful resources. Besides the forest land, park has nice meeting areas that could support educational programs and attract visitors.
- ☑ Pho Wau Park staff – the director and key program staff are very interested and want to get involved in community outreach.
- ☑ Interested teachers and directors from those schools in the buffer areas around the sanctuary.
- ☑ Local staff of Plan International (working in environmental management and small business sectors with villages in the buffer zones).
- ☑ Local representative from the Nature Conservancy (has relationship with the sanctuary and can help with the environmental education curriculum).
- ☑ Nature Conservancy also has some funding available for environmental awareness programs targeting youth.
- ☑ Traditional resource "users" such as honey collectors, hunters, herbalists/traditional healers, rattan/spice gatherers, etc. (They have a stake in the forest, too!)

STRATEGIES/OPPORTUNITIES

- ☑ We can target the young people and the local educators through environmental awareness camps to develop their understanding of and appreciation for the forest sanctuary. We can also give them opportunities to work on conservation projects so they feel a sense of connection with the sanctuary. Perhaps a few students should be targeted for peer leadership roles.
- ☑ We could try to get dialogues underway with some of the local NGOs and PVOs who work on income-generation projects is this region to explore income-supplementation options for the part of the local population currently engaging in poaching and cutting activities. PLAN International is already doing some work in this area.
- ☑ We could make a nature trail in a section of the preserve. The trail could highlight medicinal products and other benefits of the forest and could become an on-going project for the camps. Local school children and others might be interested in visiting the trail.

☑ Local villagers have significant informal knowledge and many legends about the forests and animals that they pass down from generation to generation. We could draw on these cultural connections between people and forest to raise greater awareness about the complexity and fragility of the forests.

☑ The park staff are committed to their work as forest preservers and see their secondary role as that of environmental educator and/or community liaison. The sanctuary director wants the community to view the sanctuary as part of the local community, rather than an isolated preservation area. He seems receptive to the idea holding environmental awareness camps at the preserve.

☑ Several schools teachers are very excited about the idea of building an environmental education curriculum for implementation in the schools. We could capitalize on the teachers' motivations by giving them training and on-going support so they maintain a focus on the environment in their lessons and practical activities.

BEST STRATEGIES

☑ Sanctuary staff and local teachers partner to implement environmental awareness camps with local school children. Camps would draw on/involve local resource users (herbalists, honey and spice gatherers, etc.).

☑ Teachers develop follow-on environmental awareness program with hands-on conservation projects as part of school curriculum. Part of program is leadership development targeting a few highly motivated students.

GOALS, OBJECTIVES, SIGNS OF SUCCESS

COMMUNITY PROJECT GOAL 1:

By the end of a one-year project, park sanctuary staff and local teachers will form a partnership to link the park and school communities together, and engage youth in environmental educational activities (e.g., camps and school-based conservation projects) that support the park's mission.

OBJECTIVE	SIGNS OF SUCCESS
Objective 1: By XX month, the park educational coordinator and PCV will train three park staff in environmental awareness (EA) and environmental education (EE) methodologies that are appropriate to the park's conservation activities and compatible with the local school curricula.	• Park staff take leadership role in the project and make EE a priority in their work plans. • Staff apply their enhanced EE and project design skills toward effectively training and building a partnership with local teachers. • Staff give technical support to teachers.
Objective 2: By XX month, the three park EA staff will design and conduct an EA teacher's camp to train nine local teachers from three buffer schools to develop their knowledge of environmental education, become familiar with the sanctuary, and build skills in teaching methodology and conservation project design.	• Teachers incorporate environmental education into their curricula and promote the environmental awareness camps to their student and colleagues. • Teachers design and implement beneficial conservation activities with their students. • Students show sustained interest in the conservation projects.
Objective 3: The three park EA staff and nine participating teachers will form themselves into EA teams and make a strategic plan for collaborating on youth camps and other youth-focused conservation activities. (Each EA team has one park staff and three teachers; three teams total.)	• Park staff and teachers meet regularly and share responsibilities in planning and conducting the camps and other EA activities. • Teams implement at least three viable conservation projects per year at each participating school. • Park EA staff provide technical support to teachers and teachers reciprocate by helping park staff develop their educational programs and signage.

COMMUNITY PROJECT GOAL 2:

By the end of two years, students and teachers in 3 local high schools will understand the importance of forest and wildlife conservation and will personally contribute to the protection of the park sanctuary by conducting effective conservation projects.

OBJECTIVE	SIGNS OF SUCCESS
Objective 1: By XX month, the EA teams will design and conduct a series of two-day environmental awareness camps for 200 local students, ages 6-18. The camps will involve several of the local traditional "users" of the park sanctuary.	• At least 75% of the students and their teachers demonstrate an enhanced awareness of the forests and their importance as natural resources (measured through pre- and post-tests and observation). • Camp activities engage the students—camps become popular and other schools ask to attend. • At least three to four traditional users of the park lead or participate in camp activities.
Objective 2: By XX month, six upper-level students (two per school) will be trained in leadership skills and serve as student leaders at the environmental awareness camps and on the school-based conservation projects; the student leaders will join the EA Teams as active members.	• The six leaders participate fully in the camp activities, modeling good environmental awareness in front of their peers. • They coordinate small conservation projects at their schools and voluntarily assist the teachers in promoting and implementing an environmental education focus. • They voluntarily visit/spend time at the sanctuary to learn more. • They promote the sanctuary's mission to other students and to their families.
Objective 3: 150 students (i.e., 75 % of the camp participants) will carry out conservation projects that help to protect the park sanctuary.	• At least 75% of the students who attended camp will get actively involved in conservation activities and consider themselves "supporters" of the sanctuary. • At least 30% of the students will promote positive conservation practices at home with their families.

FEASIBILITY TEST

1. **What, beyond your direct control, could cause this project to fail?**

   A. There could be a sudden and devastating influx of agricultural colonists who clear land adjacent to the Park, jeopardizing its very survival.

   B. The government could withdraw some of its financial support for the established wildlife parks and sanctuaries, triggering reduction in sanctuary staff.

   C. The park director or school directors could be reassigned; replacements may not be as keen on the EE project.

   D. Some students will have family members who are currently hunting wildlife or cutting trees in the sanctuary. While these acts are illegal, they are tolerated to some degree by the local authorities. These students could feel threatened by the project. Our project is not offering these people any income generation alternatives.

2. **How can you (the community) improve the likelihood that the project will succeed?**

   A. We can continue our lobbying efforts (along with the Nature Conservancy and others) against new colonization and clear-cutting. (But if this started happening, we would need to plan a different project focused more on the park land designation.)

   B. If the park director determined that he could only afford to assign two or possibly even one staff member, we could scale the project back some and focus on only two schools the first year.

   C. Getting the project off to a strong start is one way to address upper echelon changes; it is harder for a newly appointed boss to cancel a popular project. Another approach is to help the new boss see how our project will serve the purposes of one or more goals on his agenda (e.g., linking the Park more closely to the community).

   D. 1. The park staff and teachers will have to be sensitive toward the community and current practices. Perhaps we can identify examples of other communities which have benefited in positive ways from their proximity and association with a nature preserve, and organize a visit to share experiences and concerns.

D. 2. Helping families find alternative sources of meat and fuelwood is not a direct goal of this project, but we will do our best to support this through our partnerships with PLAN International and other organizations working in the economic development sector.

3. All things considered, do the benefits justify the costs?

This project has the potential to impact a high number of people in even its first year and the potential to grow into a popular curriculum. We are not aware of any other programs that are directly targeting youth as key players in local conservation efforts. The project includes capacity building for three distinct groups of people: sanctuary staff, teachers, and student leaders. It brings the park staff and local educators together in a partnership for mutual benefit. It also involves and values the traditional users of the forest (herbalists, spice gathers, etc.); these people often get overlooked as resources.

We have diverse funding sources for the tangible costs (e.g., food and lodging at the camp, transportation, books and materials, and miscellaneous costs for conservation projects) and we are acutely aware of the need to use low-cost, environmentally friendly supplies.

Yes, we think the benefits will justify the costs.

4. Does the community have the capacity to handle and sustain a project of this type and scope? If no, how can we narrow the focus to make it manageable and sustainable?

By involving only three schools, we believe we are starting out conservatively. Once we have designed and begun implementing the camp, and conducted an initial leadership workshop, then we may need or want to expand the program to include a few more schools who have already expressed strong interest. Since this area draws a number of tourists, we might explore the feasibility of offering guided hikes along a nature trail. We could charge a modest fee for the tour to anyone from outside the local area, and the funds could be used to offset some of the on-going project costs.

ACTION PLAN WORKSHEET FOR PROJECT: ENVIRONMENTAL AWARENESS OF PHU WUA FOREST SANCTUARY

(Goal One)

Objective 1: By XX month, Park Educational Coordinator and PCV will train three park staff in environmental awarenss (EA) and environmental education (EE) methodologies that are appropriate to the park's conservation activities and compatible with the local school curricula.

Tasks: What to Do? *(List in sequence)*	**Roles: Who will do it?** *(Place asterik (*) beside name of person with primary responsibility)*	**Timeline: When will it start and finish?** *(expressed in weeks or months.)* 2	4	6	8	10	12	14	16	18	20	22	
Meet with park director to review project plan, set TOT dates, get necessary permissions and solicit support	Park EA coordinator*, PCV	X											
Recruit and select park staff to participate in TOT and project.	Park EA coordinator*, Park director, PCV	X	X										
Plan and prepare materials for TOT; order curriculum materials from PC/W, WWF and Nature Conservancy; invite reps from local conservation NGOs/PVOs to assist in TOT.	PCV*, Park EA coordinator Park director (approve agenda)		X	X									
Make logistical arrangements for TOT.	Park EA coordinator*, Park administrative assistant	X	X	X									
Conduct TOT with three selected staff members	Park EA coordinator*, PCV*, three Park EA staff, Park director, reps from local EA NGOs.			X									
Plan/hold initial meetings with school directors to explain project, solicit support, and outline teachers' roles. (three local schools)	Park EA coordinator*, Park EA staff, school directors			X									
Plan/hold meeting with interested teachers to present project, clarify roles, invite applications	Park EA staff*, Park EA coordinator, school directors, teachers				X								

ACTION PLAN WORKSHEET FOR PROJECT: ENVIRONMENTAL AWARENESS OF PHU WUA FOREST SANCTUARY

(Goal One)

Objective 2: By XX month, three park EA staff will design and conduct an "EA teacher's camp" to train nine local teachers from three buffer schools to develop their knowledge of environmental education, become familiar with the sanctuary, and build skills in teaching methodology and conservation project design.

Tasks: What to Do? ***(List in sequence)***	**Roles: Who will do it?** ***(Place asterik (*) beside name of person with primary responsibility)***	**Timeline: When will it start and finish?** ***(expressed in weeks or months.)***										
		2	**4**	**6**	**8**	**10**	**12**	**14**	**16**	**18**	**20**	**22**
Recruit/interview/select teachers who will participate in project (three per school).	Park EA coordinator*, Park EA staff, school directors*, PCV, teacher candidates				X							
Hold meeting with selected teachers, school directors, and EA team to select dates for EA teachers camp, do capacity inventories and get teachers inputs into camp agenda.	Park education coordinator*, Park EA staff*, school directors, selected teachers					X						
Review EA curriculum materials collected from various sources; select preferred materials; get approval from park/school directors.	Park education coordinator, PCV*, Park EA staff, Park/school directors				X	X						
Plan EA teachers' camp agenda; prepare all participant materials; invite/schedule guest trainers from other local conservation groups.	Park EA staff*, PCV, Park EA coordinator					X						
Make logistical arrangements for camp, including facility preparation, lunches, and local transportation to/from town and within park.	Park EA coordinator*, Park EA staff, Park administrator				X	X	X					
Conduct one-week teachers camp including EA teaching methodology; familiarization with park preserve, role of teachers in project. NGO reps	Park EA staff*, Park EA coordinator, PCV, teachers, Park/school directors, local EA		X									

ACTION PLAN WORKSHEET FOR PROJECT: ENVIRONMENTAL AWARENESS OF PHU WUA FOREST SANCTUARY

(Goal One)
Objective 3: Park staff and teachers will form EA Teams; make strategic plan for collaborating on youth cmaps and other conservation activities.

Tasks: What to Do? *(List in sequence)*	**Roles: Who will do it?** *(Place asterik (*) beside name of person with primary responsibility)*	**Timeline: When will it start and finish?** *(expressed in weeks or months.)*											
		2	**4**	**6**	**8**	**10**	**12**	**14**	**16**	**18**	**20**	**22**	
Hold initial meeting to form EA teams, clarify roles and responsibilities of team members, and make strategic plan.	Park EA coordinator*, PCV*, Park EA staff, Park director, selected teachers							X					
Apply for small grant from conservation NGO to fund purchase of EA resource materials; research available materials; make purchase.	Park EA coordinator*, EA teams							X	X	X			
Develop EA lesson plans and materials for use by teams at school or park; pilot test and modify as necessary.	EA Teams*, PCV, Park EA coordinator								X	X	X	X	>>
Dialogue and coordinate some activities with other local conservation NGOs.	Park EA coordinator*, Park Teams, PCV								X		X		>>
Hold monthly meetings to share successes and challenges with other teams.	EA Teams, Park EA coordinator								X		X		>>

ACTION PLAN WORKSHEET FOR PROJECT: ENVIRONMENTAL AWARENESS OF PHU WUA FOREST SANCTUARY

(Goal Two)

Objective 1: By XX month, the EA Teams will design and conduct a series of two-day environmental awareness camps for 200 local students, ages 6–18. The camps will involve several of the local traditionalk "users" of the park sanctuary.

Tasks: What to Do? *(List in sequence)*	**Roles: Who will do it?** *(Place asterik (*) beside name of person with primary responsibility)*	**Timeline: When will it start and finish?** *(expressed in weeks or months.)* 16	18	20	22	24	26	28	30	32	34	36	
Establish schedule for EA youth camps.	Park EA coordinator*, EA teams, PCV, school and park directors	X											
Hold initial planning meeting to draft agenda and select materials for youth camp.	Park EA coordinator*, EA teams, PCV		X										
Get agenda review/approvals from park/school directors; get review/feedback from conservation NGO/PVO local reps.	Park EA coordinator*, EA teams		X										
Develop detailed camp curriculum/materials	EA teams*, PCV, (student leaders for input)			X									
Recruit/select students and teachers for first camp; get approvals from parents.	EA teams*, student leaders, students, (parents for approval)			X	X								
Identify and prepare traditional forest users for participating in camp.	Park EA coordinator			X	X								
Make logistical arrangements for first camp, including facilities, transportation, and meals.	Park EA coordinator*, EA teams, Park administrator		X	X	X								
Conduct pre-camp team-building and practice with camp staff.	Park EA coordinator*, PCV*, EA teams, student leaders				X								
Implement EA Camp 1, 2, etc.	EA teams*, student leaders, students from three local schools				X		X		X		X		X

ACTION PLAN WORKSHEET FOR PROJECT: ENVIRONMENTAL AWARENESS OF PHU WUA FOREST SANCTUARY

(Goal Two)

Objective 2: By XX month, six upper-level students (two per school) will be trained in leadership skills and serve as student leaders at the environmental awarenss camps and on the school-based conservation projects; the student leaders will joint the EA teams as active members.

Tasks: What to Do? *(List in sequence)*	**Roles: Who will do it?** *(Place asterik (*) beside name of person with primary responsibility)*	**Timeline: When will it start and finish?** *(expressed in weeks or months.)* 16	18	20	22	24	26	28	30	32	34	36	
Nominate and select student leaders.	EA teams*, student leaders candidates (approval from parents)	X											
Design leadership training sessions for student leaders (after school).	PCV*, EA teams, Park EA coordinator	X	X										
Make logistical arrangements for leadership sessions.	EA teams*, school administrator	X	X										
Conduct leadership skills training with student leaders.	EA teams*, PCV, Park EA coordinator, student leaders			X									
Participate in leader capacity at EA camp 1.	Student leaders, EA teams supervisors				X								
Schedule leaders for other camps.	EA teams, student leaders, (approval from parents)					X							

ACTION PLAN WORKSHEET FOR PROJECT: ENVIRONMENTAL AWARENESS OF PHU WUA FOREST SANCTUARY

(Goal Two)
Objective 3: 150 students will carry out conservation projects that help to protect the park sanctuary.

Tasks: What to Do? *(List in sequence)*	**Roles: Who will do it?** *(Place asterik (*) beside name of person with primary responsibility)*	**Timeline: When will it start and finish?** *(expressed in weeks or months.)*										
		16	**18**	**20**	**22**	**24**	**26**	**28**	**30**	**32**	**34**	**36**
From strategic plan, select first conservation project (one project per EA team/school).	EA team*, student leaders							X				
Prepare workplan for project and draft budget.	EA team							X				
Present and get approval for Project 1 from school director and park EA coordinator	EA team*, school director, Park EA coordinator							X				
Recruit students to work on project; get approval from parents as needed.	EA team*, student leaders*, student candidates, (approval from parents)							X	X			
Plan logistics to support the project (obtain materials, tools, other items).	EA team*, student leaders							X	X			
Implement and supervise Project 1.	EA team*, student leaders, students								X			

APPENDIX B: WORKING WITH AN INTERPRETER

OVERVIEW

The need for an effective partnership with an interpreter is crucial. The interpreter's English language skills (both speaking and listening) and confidence in front of groups may affect the approach and pace of the session.

Keep these concepts in mind when working in a multilingual setting:

- Different languages express the same idea in different ways, seldom through word-for-word equivalents. A translation may be briefer or longer, more detailed or more ambiguous than the original. The translation of one work into another language may carry with it an entirely different range of meanings.
- Words and concepts in one language may not exist in another.
- Even when capable of understanding what you say in English, foreign listeners will usually pay attention only to the translation.
- Who the interpreter is, not only as an individual, but what he or she may represent (e.g., social status, age, or political faction) can affect participants' attitudes during the session.

Work cooperatively with the interpreter, encouraging him or her to communicate openly with you (ask questions, seek clarification). Be sure that the roles and responsibilities are clear. For example, should the interpreter be responding directly to a participant's question or translating it for you to answer? This should be clarified. Here are additional tips for working effectively with interpreters before and during the session.

BEFORE THE SESSION

- Meet with the interpreter to plan the session.
- Identify main points of the presentation and discuss how to emphasize them.
- Give the interpreter a copy of the session plan or handouts and allow time for a thorough study of them.
- Decided on the most effective sequence of topics and activities.
- Be sure that the interpreter understands not only the content, but also how you plan to present it.
- Ask the interpreter to help identify potential trouble spots (e.g., points of cross-cultural misunderstanding, controversial issues, or unfamiliar topics).
- Give the interpreter any visuals or handouts you need to have translated. Be clear about how you want any written information to be presented, in handouts or poster. Give samples, if possible.

DURING THE SESSION

- Speak slowly and clearly and allow for translation after saying one or two sentences.
- Be patient and focus on the interpreter when he or she is translating.
- Avoid difficult vocabulary, complex sentence structure, and idiomatic expressions like "in the ballpark" and "out of the question."
- Use visual clues, repeat important points, and emphasize key words.
- Look at participants for non-verbal cues indicating a lack of understanding.

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